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ABSTRACT

This is the final evaluation report for the Hackensack Career Development Program whose goals for the 1970-1973 funding period were: to develop a model in which career development concepts may be incorporated into regular classroom activities, to implement the model, and to evaluate and update the career development concept on a continual basis. The project was designed to: (1) make career development learning activities an integral part of the school curriculum from pre-kindergarten through adult education, (2) provide a setting in which experimentation with and evaluation of such activities may be carried on, and (3) offer students and graduates assistance in finding desired and/or suitable employment. Aspects of the career development concept which involves related, sequential, nursery-to-adult experiences were implemented through continuing and intra-curricular projects. Such programs were still being implemented in the third year of the project. Evaluation, another major third-year effort, was aimed at documenting student behavioral changes related to "career experiences" and to assess the process (activity) objectives of the program. Many of the evaluation forms used are included in the appendixes, as are quarterly reports from the project. (SC)

ED 086862

FINAL REPORT

CAREER RESOURCE CENTER

A "Pre-K to Adult" Model
for
Career Development

U.S. DEPARTMENT OF HEALTH,
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1972–73

HACKENSACK PUBLIC SCHOOLS
Hackensack, New Jersey

CE 000 896

ED 086862

FINAL REPORT

Grant or Contract No. OEC-0-70-5188 (361)

CAREER RESOURCE CENTER:
A "Pre-K to Adult" Model for Career Development

Exemplary Project in Vocational Education
Conducted under
Part D of Public Law 90-576

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Hackensack Public Schools
355 State Street
Hackensack, New Jersey

and

Division of Vocational Education
Trenton, New Jersey

June, 1973

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The project reported herein was performed pursuant to a contract with the Bureau of Adult, Vocational, and Technical Education, Office of Education, U. S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

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June, 1973

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PREFACE

This report is a cooperative effort of the Hackensack, New Jersey, School District and EPIC Diversified Systems Corporation to implement a systematic evaluation of the Career Resource Center, A "Pre-K to Adult" Model for Career Development funded as an exemplary project in vocational education under Part D of Public Law 90-576.

In the past decade, evaluation of educational programs has become a basic concern to educators. Ralph Tyler[1] has voiced the need for a systematic approach to evaluation. To meet this need, several approaches have been set forth. One model focuses on intents, observations, standards, and judgments.[2] All data gathered are processed by way of congruency or contingency. A second model describes four strategies (context, input, process, and product).[3] Other models and paradigms for evaluation are described by Gage.[4]

The approach to evaluation undertaken in the Hackensack, New Jersey, program relates to a commonly-used scheme for evaluation. This scheme contains four phases: Planning, Implementation, Product, and Recycling. It is based on Gronlund's[5] definition of evaluation as a systematic procedure for collecting and analyzing reliable and valid information for the purpose of decision-making.

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[1] Ralph Tyler. "Assessing the Progress of Education," Phi Delta Kappan, 47:13-16, September, 1965.

[2] Robert E. Stake. "The Countenance of Educational Evaluation," Teacher's College Record, 68:523-540, April 1, 1967.

[3] Daniel L. Stufflebeam. "Evaluation as Enlightenment for Decision-Making," Improving Education Assessment, Association for Supervision and Curriculum Development, NEA, 1970.

[4] N. L. Gage, Ed. Handbook of Research on Teaching. The American Educational Research Association. Chicago: Rand McNally & Company, 1963.

The scheme is shown in Figure 1. Following is a description of the phases and steps.[6]

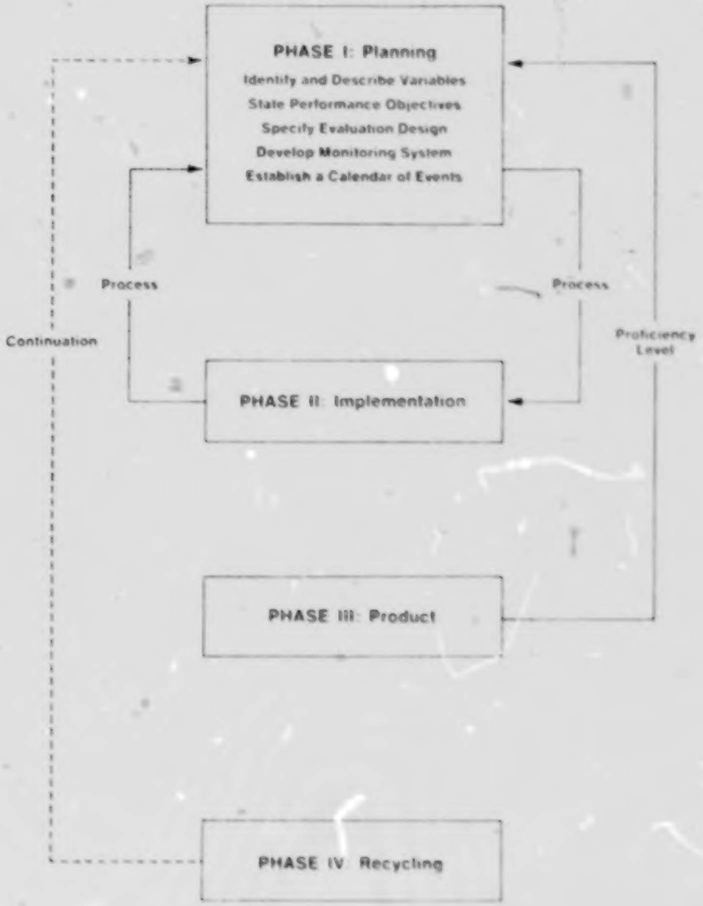
PHASE I: Planning
Identify and Describe Variables
State Performance Objectives
Specify Evaluation Design
Develop Monitoring System
Establish a Calendar of Events
Process
Process
Continuation
Proficiency Level
PHASE II: Implementation
PHASE III: Product
PHASE IV: Recycling

FIGURE 1

A SCHEME FOR EVALUATION

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[5] Norman E. Gronlund. Measurement and Evaluation in Teaching. New York: The Macmillan Company, 1965.

[6] A Scheme for Evaluation and an Organizational Structure of Variables. Tucson, Arizona: Educational [illegible]ovators Press, 1971.

Phase I: Planning

Step One. *Identify and Describe Variables.* The identification of those variables affecting a given educational program is carried out by:

1. considering each variable along the institutional, behavioral, and instructional dimensions of the Organizational Structure of Variables, and
2. deciding whether or not certain variables directly affect aspects of the educational program which is to undergo evaluation. Once the variables have been identified, they should be described in as much detail as possible in order to avoid misinterpretation. The description of the variables should be clear enough so that anyone could replicate the same evaluation situation.

Step Two. *Objectives.* The objectives of the given program should be stated in behavioral terms, along with the specifications of how these objectives are to be measured.

Step Three. *Evaluation Design.* The evaluation design selected should specify:

1. the independent and dependent variables of the program,
2. a way in which the variables will be compared,
3. the population under study and sampling procedures,
4. measuring instruments,
5. methods used to control intervening variables,
6. data collection procedures, and
7. statistical techniques which will be used to analyze the collected data.

Step Four. *Monitoring System.* Included in the Planning Phase should be a description of the monitoring system that is going to be used to check or determine if the planned evaluation procedures are actually implemented.

Step Five. *Calendar of Events.* The calendar of events describes the sequence of events, dates of data collection, and other important responsibilities.

Phase II: Implementation

Phase II begins with the implementation of the evaluation procedure planned in Phase I. During this phase, data and feedback are continually collected using the monitoring system to determine if the implemented activities and procedures are the same as the activities and procedures described in Phase I.

From the feedback collected by the monitoring system, modifications might be made in the:

1. selection of variables,
2. performance objectives,
3. evaluation design,
4. monitoring system, and/or
5. calendar of events.

Phase III: Product

The data collected are analyzed in the Product Phase using predetermined statistical techniques. Then, using the results from the statistical analyses, decisions are made as to the level of attainment of those objectives previously stated in the Planning Phase of the evaluation.

Phase IV: Recycling

Phase IV re-initiates the evaluation process by returning to Phase I for the consideration of additional variables and other objectives which might be evaluated in the next cycle. The Recycling Phase implies that evaluation is a never-ending systematic process and may continue for many years until all variables which are affecting a given educational program have been included in evaluation. In each cycle, a limited number of factors should be investigated in order that realistic control of the evaluation can be maintained. This control provides opportunity to deduce cause and effect relationships between the factors.

Plans

Hackensack will continue its career education effort. Plans call for career education specialists to work with school faculties in the same way that they did when the project was funded. The career education staff will be as strong numerically and stronger as far as experience and expertise.

Content plans for the next school year are for more students to be involved in career education curriculum. Specific plans of action will be developed during summer workshops that will insure the continuation and expansion of career education to include not only those resources related to the Part D program but also to combine the benefits derived locally from the Comprehensive Career Education Model (of which Hackensack was a part). It is anticipated that every student in the district will be affected directly by career education in the 1973-74 school year.

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SUMMARY OF THE REPORT

Time Period Covered by the Report

This document represents the final evaluation report for the Hackensack Exemplary Project in Vocational Education, Contract Number OEC-0-70-5188 (361) funded under Part D of Public Law 90-576. The reporting period covers the time of operation of the Career Resource Center: A "Pre-K to Adult" Model for Career Development in Hackensack, New Jersey, from October 1, 1970, through May 31, 1973. Copies of the interim reports for the project are included in Appendix A.

Statement of Program Goals

The goals of the Hackensack project during the three-year funding period were as follows:

1. To develop a model in which career development concepts may be incorporated into regular classroom activities.
2. To implement the career development model into the Hackensack Public Schools.
3. To evaluate and update the career development concept on a continual basis.

Statement of Program Objectives

1. To make career development education a significant part of the school curriculum at each developmental stage and grade level.
2. To provide sequential and continuous career development activities throughout all grade levels from pre-kindergarten to adult education.
3. To establish a working model of a Career Development Center functioning within a school system.
4. To study the impact of career development activities on students.

5. To make career development activities applicable to every student category including all special needs groups.

6. To provide students with a broad and accurate knowledge of occupations and career opportunities.

7. To increase students' awareness of themselves, their interests, and aptitudes relative to work.

8. To help students in developing decision-making skills necessary for a sound vocational choice.

9. To influence teachers to think of career development activities as a necessary part of all course content.

10. To provide opportunities for job placement of eligible students in the Hackensack Public Schools.

11. To provide dissemination materials regarding the exemplary aspects of the Hackensack Vocational Education Project to interested individuals and groups at the local, state, and national levels.

Procedures Followed

The Hackensack Career Development Center has operated during the period of October, 1970, through May, 1973, as a pilot project designed to:

1. make career development learning activities an integral part of the school curriculum from the earliest grades through adult education,
2. provide a setting in which experimentation with and evaluation of such activities may be carried on, and
3. offer students and graduates all possible assistance in finding desired and/or suitable employment.

Career development learning activities are defined as any type of experiences that will:

1. enable students to enlarge their knowledge of occupations,
2. increase their awareness of their interests and aptitudes relative to work, and

3. develop the decision-making skills needed to put this knowledge to best use.

This program was conducted in a school system with an enrollment of 6,200 students from pre-kindergarten through twelfth grade and with a sizeable adult evening school and adult basic education program. The school population is mixed racially, socially, and ethnically--reflecting the heterogeneous nature of the city's population.

In the three years of the Center's operation, continuing programs and intra-curricular activities were planned and implemented by the program staff. The continuing programs are based upon a pre-established curriculum guide and, in most cases, have been implemented over a prolonged period such as all or most of the school year or summer. These programs are intended to be carried out as part of the ongoing summer curriculum. In some cases, they form the basis for a self-contained course, and also provide curriculum materials and activities to be interspersed with regular classroom instruction.

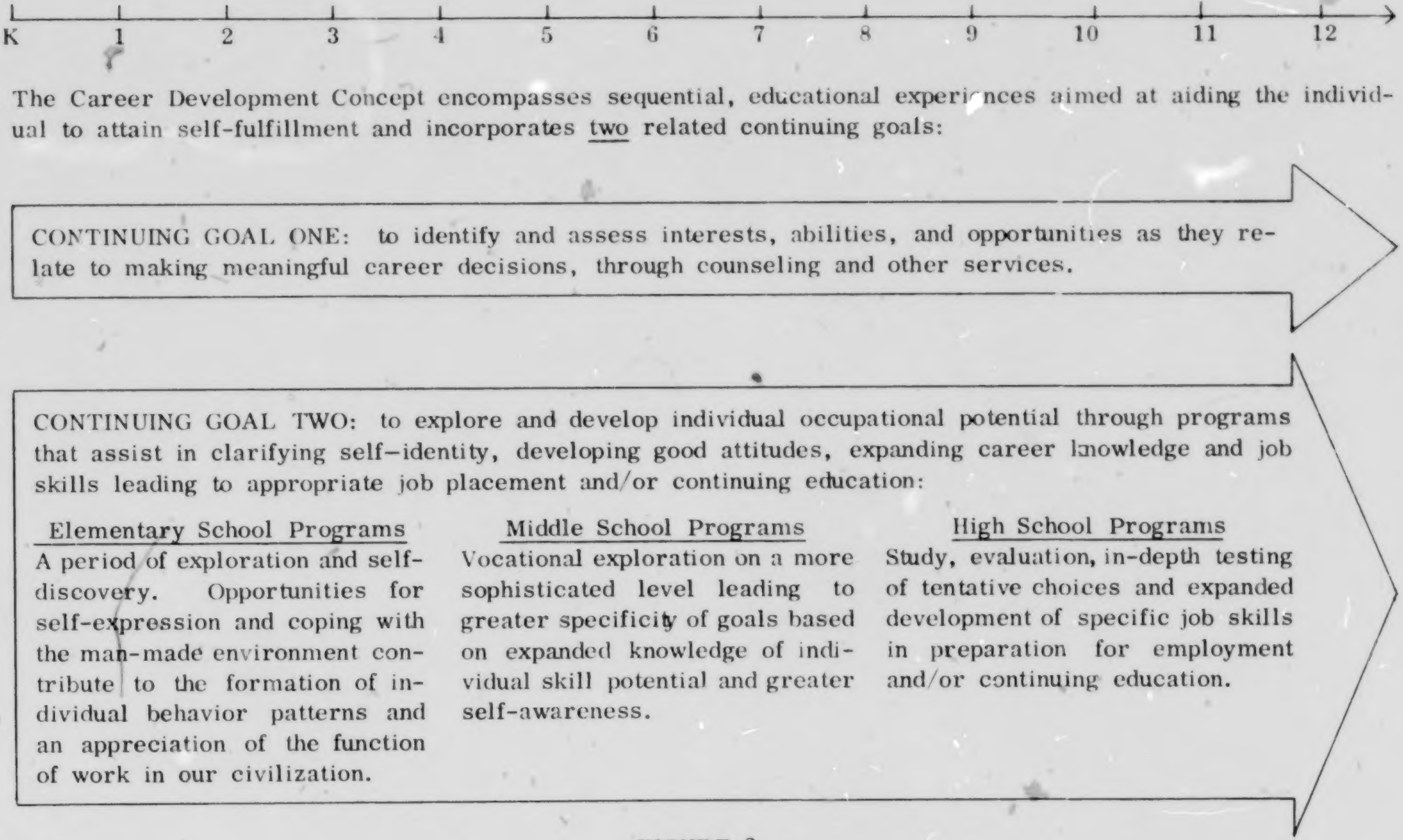
The intra-curricular activities are short-term projects planned mutually by one of the school/industry coordinators and a classroom teacher in response to a request by the teacher for a career development activity to relate to his course work. These activities included field trips, demonstrations, "hands-on" work activities, guest speakers, simulations or role-playing activities in the classroom, or media presentations of any kind. These activities were repeated in many classrooms.

During the operation of the program, the staff has either planned and/or conducted approximately twenty continuing programs, some of which are being carried over from past years. In addition, more than six hundred intra-curricular activities have been conducted, most of them consisting of more than one component or learning experience.

The Hackensack Career Development Program has focused primarily upon local needs in its implementations. This input has been implemented through two major approaches: (1) intra-curricular activitis, and (2) continuing programs.

The basic rationale for the program is displayed in Figure 2.

THE CAREER DEVELOPMENT CONCEPT[7]



The Career Development Concept encompasses sequential, educational experiences aimed at aiding the individual to attain self-fulfillment and incorporates two related continuing goals:

CONTINUING GOAL ONE: to identify and assess interests, abilities, and opportunities as they relate to making meaningful career decisions, through counseling and other services.

CONTINUING GOAL TWO: to explore and develop individual occupational potential through programs that assist in clarifying self-identity, developing good attitudes, expanding career knowledge and job skills leading to appropriate job placement and/or continuing education:

Elementary School Programs	Middle School Programs	High School Programs
A period of exploration and self-discovery. Opportunities for self-expression and coping with the man-made environment contribute to the formation of individual behavior patterns and an appreciation of the function of work in our civilization.	Vocational exploration on a more sophisticated level leading to greater specificity of goals based on expanded knowledge of individual skill potential and greater self-awareness.	Study, evaluation, in-depth testing of tentative choices and expanded development of specific job skills in preparation for employment and/or continuing education.

FIGURE 2

BASIC RATIONALE FOR THE CAREER DEVELOPMENT CONCEPT

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[7] Thomas Gambino, Director of Pilot, Demonstration, and Exemplary Programs, "Career Development," Bureau of Occupational Research Development, Division of Vocational Education, State of New Jersey, November, 1970.

This career development concept involves related, sequential, nursery-to-adult experiences that aid the individual in:

1. identifying interests, abilities, and opportunities.
2. making meaningful plans and decisions.
3. developing occupational potential toward a satisfying career life.

In the Hackensack program, these aspects have been implemented through continuing and intra-curricular projects at the defined developmental levels.

The approach of career education has an established theoretical background. Osipow[8] has outlined the major theories related to career development:

> The first of these, chronologically, is the theory of Ginzberg, Ginsberg, Axelrad, and Herma. These writers selected four particular variables they thought to be critical for vocational development. These variables were identified as (1) the reality factor, (2) the educational process, (3) individual-emotional factors, and (4) the individual's value structure. Essentially, Ginzberg and his associates took these four factors and from them created a theory which asserted that vocational choice is an irreversible process which occurs in clearly-defined periods and which requires the individual to compromise between his values and his potentials. Three major periods of development were postulated and called the Fantasy, the Tentative, and the Realistic periods. The Fantasy period was not emphasized by Ginzberg and his group because it concerned childhood vocational interests which were seen to be fairly arbitrary and unrealistic. The Ginzberg group viewed the age range of the Fantasy period (birth to eleven) as essentially nonvocational, a view which is not widely held today. The Tentative period, beginning near age eleven, was subdivided into interest, capacity, value, and transition stages. Each stage emphasized the vocational task indicated by its name. In other words, during the interest stage the youngster primarily concerns himself with identifying and understanding his interests. During the capacity stage his abilities are developed; his values are emphasized during the value stage. During the transition stage, interests, values, and capacities are put together to establish a composite view of himself. Following the Tentative period is the Realistic period starting around age eighteen. This period is also divided into a series of stages entitled exploration, crystallization, and

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[8] Samuel H. Osipow, "Implications for Career Education of Research and Theory on Career Development" (paper presented to the National Conference on Career Education for Deans of Colleges of Education, April, 1972).

specification. These three activities take the individual through searching, identifying, and implementing a vocational direction. Thus, according to this theory, an individual begins active participation in the process of vocational selection at the onset of adolescence and over the next ten to fifteen years is exposed to rather systematic and regular experiences and activities which culminate in the implementation of a vocational choice. In general, while the original data base of this theory was of a questionable nature, a fair amount of evidence has since been generated to indicate that there is some validity to the notion of vocational choice as a systematic developmental process although the particular stages and timing do not necessarily conform to the ones described by Ginzberg and his group. The contribution of the Ginzberg group was in its emphasis on the developmental nature of the process. One very important shortcoming of their approach was in the implicit assumption that vocational development ceases after the initial implementation of a career choice; when, in fact, we realize now that important career development activities occur throughout one's lifetime.

Another early writer dealing with career development theory was Anne Roe. Roe's theory also emphasized development, but in a slightly different way than the Ginzberg group. Roe was concerned with the effects of early childhood experiences on the development of personality, and in particular, the development of needs within people and the consequent effect of various needs on the individual's orientation toward or away from interpersonal activities. It was Roe's contention that early experiences influence an individual's orientation to the interpersonal world around him in a way that leads him to move toward or away from people. Furthermore, Roe developed an occupational classification system which allowed her to make predictions about the nature of the occupations that an individual would prefer if he were person-oriented as opposed to those he would approach if he were not oriented toward people. While a considerable body of research exists testing Roe's theory, most of it has yielded data that do not support the theory in its general outline. However, there is some likelihood that if Roe's theory were redefined and the links between early childhood experiences and personality more clearly delineated, her theory might be shown to have greater validity than is at first apparent. For example, it is widely accepted that certain childhood experiences (in combination with heredity factors), influence cognitive style, which in turn may prove to have a rather significant influence on learning different kinds of skills. These skills, in turn, could lead an individual to obtain different qualitative kinds of academic experiences, producing important idiosyncratic feedback. Over a long temporal sequence, such feedback could exert a significant influence on a person's occupational entry. Obviously, however, it can be seen that these links (childhood, parental experiences, cognitive styles, differential performance and feedback, etc.) are still uncertain and need to be identified and then substantiated.

Still another significant theorist is Donald Super. Super has taken several important ideas about human behavior and assembled them in a manner that has particular applicability to career development. First of all, Super has postulated that, over a period of years, an individual attempts to implement his self-concept through his work. Furthermore, Super asserted that to the degree which an individual's self-concept may be expressed in the activities of the occupation he selects and enters, he will have greater or lesser vocational satisfaction and effectiveness. In addition, Super has further elaborated on the developmental stages that the Ginzberg group suggested were important to consider in vocational development. Super identified five vocational developmental stages: (1) crystallization (fourteen to eighteen), (2) specification (eighteen to twenty-one), (3) implementation (twenty-one to twenty-five), (4) stabilization (twenty-five to thirty-five), and (5) consolidation (over thirty-five). Each of these stages indicates the particular vocational or pre-vocational activities in which the individual should be engaging in order to foster his own vocational development. During the crystallization period, the individual is particularly concerned with relating and integrating his own preferences, abilities, and other important contingencies associated with vocational preferences. These are the years of most interest to most vocational and career educators because they occur during the last four to six years of high school.

The development of the Hackensack program has certainly been influenced by these theories and, in the implementation stage, has drawn a little from each major writer.

Another aspect of the implementation stage of the Hackensack program focuses around the concept of functional unity.[9] The emerging careers curriculum purports to integrate the entire school curriculum--academic, general, and vocational--in such a way that all education will be functionally related to the performance of career roles. The careers curriculum, it is proposed, will become the vehicle for carrying the load without diminishing the educational objectives of academic curricula. In return, the academic curricula will relate their subject matter to career roles. Thus, the careers theme will be diffused throughout the total curriculum of the school. These aspects are actually being implemented through the intra-curricular and continuing activities organized in the Hackensack program.

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[9] Bruce Reinhart, "Nature and Characteristics of Emerging Career Education Curriculum" (paper presented to the National Conference on Career Education for Deans of Colleges of Education, April, 1972).

Finally, it is noted that the Hackensack program is participating in the operational phase of the Comprehensive Careers Education System.[11] This system stresses the types of service offered through the regular school district-supported services and the support services provided by the career education unit. Figure 3 (page 10) displays the sequential development.

The Career Resource Center is viewed as the key vehicle for communications about all pertinent facets of the school and the community. Its design provides the organization for the implementation of the career development concept and, at the same time, it represents the model. It functions as a resource for articulation among programs to provide necessary continuity and to develop two-way avenues between school and community.

A paper developed by Dr. Bruce Tuckman of Rutgers University in 1971 concerning an age-graded model for career education[11] will provide the reader with additional information concerning the rationale and procedures employed in the Hackensack program.

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[10] A. J. Miller, "The Emerging School-Board Comprehensive Educational Model" (a paper presented to the National Conference on Career Education for Deans of Colleges of Education, April, 1972).

[11] Bruce Tuckman, "An Age-Graded Model for Career Education," published by the Research Coordinating Unit for Vocational Technical Education, Monograph #11, New Jersey State Department of Education, 1971.

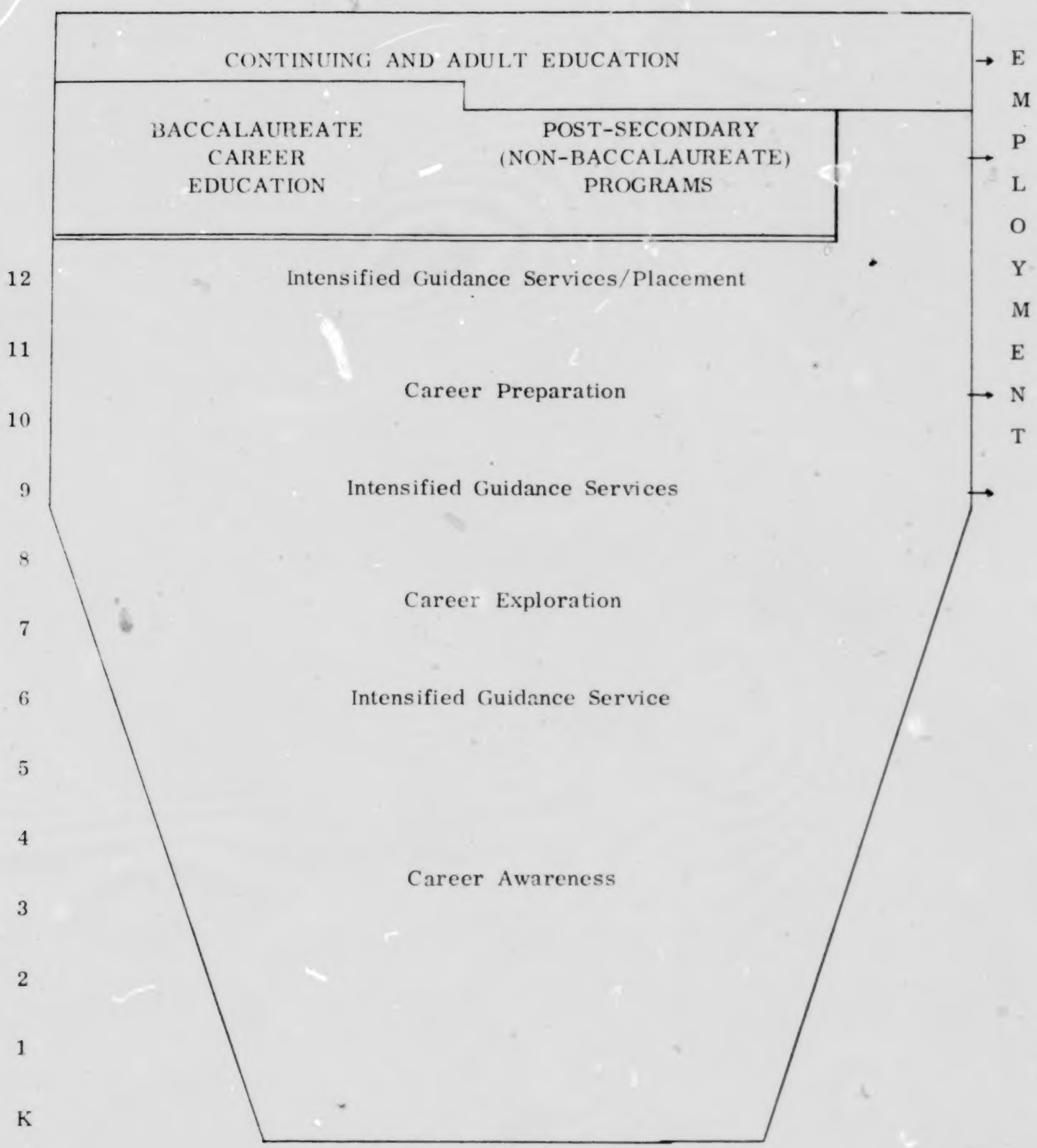
CONTINUING AND ADULT EDUCATION
BACCALAUREATE CAREER EDUCATION
POST-SECONDARY (NON-BACCALAUREATE) PROGRAMS
EMPLOYMENT
12
Intensified Guidance Services/Placement
11
Career Preparation
10
9
Intensified Guidance Services
8
Career Exploration
7
6
Intensified Guidance Service
5
4
Career Awareness
3
2
1
K

FIGURE 3

A COMPREHENSIVE CAREER EDUCATION SYSTEM

Results and Accomplishments

Initial Operational Year

The Hackensack Career Development Program attained its initial objectives and moved beyond the developed intent for the first year. Staff involvement was the key to project success, with members going beyond their assigned responsibilities.

The program was generally operated under a two-track approach, involving on-going programs as well as providing short-term programs throughout the year. Utilization of audio and video tapes and other audiovisual equipment made this approach efficient and effective.

The program also considered its future role and development. A university professor assisted by developing a paper on the theory and practicality of career development concents. This material was closely examined and served as a basis for the second year's operational program.

Second Operational Year

For the second year the Hackensack Career Development Program attained its specific objectives for the defined interim period. A major direction initiated during the second year was the development and pilot of a formative evaluation system (i.e., The Career Experience Planning, Monitoring, and Evaluation System). The system attempted to provide a consistent planning format for each activity to be used by the program personnel, school personnel, and the business/industry personnel. Monitoring and evaluation information from the staff (as well as cognitive and affective feedback from the participants) was included. Such a system was adapted to work with both continuing ongoing as well as short-term programs.

Third Operational Year

During the third year of program operation, the staff of the Hackensack program continued to implement ongoing as well as short-term programs in career development. These programs involved such diverse activities as the development of additional programs for the Career Development Center, career clubs, summer projects, field trips, guest speakers, and Classroom Career Units.

Additional efforts were carried out in the gathering of "hard data" concerning the programs' impact on student cognitive and affective behavior. The principle vehicle for gathering data continued to be the Career Experience Planning, Monitoring, and Evaluation System developed in the second operational year by the Hackensack Career Development staff. The system's procedures were simplified during the third operational year to increase the efficiency of use of the system. The data gathered relative to the objectives of the Hackensack Career Development Program indicate that the stated objectives of the program were attained. Additional emphasis was given in the third year of operation to (1) procedures and techniques, (2) funding sources, and (3) additional planning for maintenance and further development of the program in the Hackensack Public Schools.

Evaluation

The evaluation of the first year's Career Development Program focused on process activities, as this was a major emphasis of the staff. These activities/tasks/responsibilities were incorporated into ten process objectives. Data related to each were presented in the evaluation report.

The evaluation of the second year's Career Development Program continued to focus on process activities. Such processes have been incorporated into all the objectives. In addition, utilizing the Program Planning, Monitoring, Evaluation Instrument data have been collected for a sampling of the activities presented. Such "hard" data relate to the overall procedures and the performance as an outcome to those procedures.

The current year's evaluation represented an increased effort to document student behavioral changes in the cognitive and affective domain in regard to "career experiences" provided by the Hackensack Career Development

Program. In addition, continued emphasis was provided in the assessment of the process (activity) objectives of the program. This area of assessment was documented extensively by the relevant related information resulting from the implementation of activities. A great deal of the related documentation has been included in the appendices of the present publication. A significant addition to the process (activity) objective of the program is objective #11 dealing with the ongoing implementation of development and dissemination of program materials developed by the Hackensack program staff.

Conclusions and Recommendations

It is recommended by the evaluator that Hackensack continue to:

1. involve all staff members in a review of the Planning, Monitoring, Evaluation Form and revise the form to be completely practical in working with both continuing and short-term career development projects.

2. expect teachers and staff to score student tests immediately after administration. This would provide immediate feedback relative to decision-making about future activities.

3. involve the regular school staff in the incorporation of career development concepts into the regular school curriculum.

4. explore curriculum development components of other career development projects and initiate procedures for incorporation into the regular school curriculum.

5. disseminate program results and the program approach implemented to provide students with career education information.

6. explore career development activities of other funded career development programs and assess the Hackensack Public Schools to determine the feasibility of implementation.

7. consider the relation to theory and practicality of materials developed during the initial program year and materials investigated during the second operational year.

8. follow up students' perceptions and utilizations of career development information.

9. emphasize career development at each developmental level, but especially stress involvement at the middle school where the involvement has been less than at other levels.

10. review the activities at the middle and high school levels in terms of affective impact to ensure that future activities are creating strong, positive reactions on the part of students.

11. direct future efforts, in part, at an attempt to programmatize the activities developed over the three-year period in terms of sequence and interface with on-going curriculum. This would provide a valuable vehicle for continued teacher involvement in career development.

PROBLEM AREA

In examining the problem area, the evaluator has drawn from the material presented in the original project proposal. This material was developed by Mr. Thomas Gambino and Mr. Robert Briant, of the Division of Vocational Education, State of New Jersey.

> Educators have long recognized that the development of a person's perception of himself in a career role is a complex on-going process beginning in the early years and continuing throughout his entire life. Despite the urgency and the extent of the problem, little real progress has been made regarding how the school should provide for the career development process. In the 1970's, youth will find themselves in a society characterized by rapid social and occupational change. Greater than ever before, there will be a need for workers in numerous new fields. A well-planned pre-school to adult career development program is becoming increasingly critical if we are to reduce the waste of human resources now taking place.
>
> Now and for the next decade, more high school graduates will go immediately to work than will go on to college. (This is not to say that more would not go--but a good career foundation has been lacking.) Yet, the employment-bound population is often neglected except through specific vocational education programs at the high school level. In order to gain maximum success, the focus of career development activities must go beyond the limits of providing only for skill training necessary for employability in a particular occupation. Additionally, provisions must be made for those aspects of the educational experience presently underdeveloped which help people to discover their talents, to relate them to the world of work, to choose an occupation, and to refine their talents and use them successfully in employment.
>
> There is a great need for workers in almost every field including technicians, nurses, service occupation workers, nuclear energy, space travel, and many others. People attain self-fulfillment through the use of their potential in satisfying, meaningful work. Why then, under such conditions does such a tremendous shortage of qualified workers exist? Why also, are so many people unhappy and unproductive in their work? The answer seems to lie within another complex question: "By what educational process can it be determined,

what vocational direction will benefit the individual and meet the needs of our technological civilization?" This is the core of the problem that is being studied in this project.

Through a thorough review of the literature, participation in state and national career conferences, and research reports, it has been found that this is indeed a worthwhile problem urgently in need of study. To further clarify the problem, a number of selected references are cited:

> Work can be viewed as man's aim and end, or as his instrument. Whatever the view, our Nation can no longer afford the vagueness, hap-hazardness, and error to which individuals are so frequently abandoned in their career choices. The fate and welfare of the United States and its people are now, and for some time will remain, substantially dependent on. . . the cultivation and employment of the Nation's talent.

Further in the same report, regarding outcomes of the Vocational Education Act of 1963, more specific evidence of the proportions of the problem is summed up as follows:

> Overall enrollments increased from 4.5 million to 6 million between fiscal years 1964 and 1966, but secondary level enrollment constitutes only a quarter of the total high school enrollment of the Nation, even though five out of six youths never achieve a college education. Less than one-half of the noncollege-trained labor force was found by a 1964 Labor Department survey to have had any formal training for current jobs. Less than 4 per cent of the 18-21 population were enrolled in post-secondary full-time vocational education, with less than 3 per cent of the 22-64 population involved in part-time adult extension courses. Yet we are convinced that the time has arrived when almost every person requires some formal preparation for employment and most will continue to need some type of continuous up-grading. (Bridge Between Man and His Work)

The complexity of the problem is clearly illustrated in still another part of the Vocational Education Act of 1963 report:

> It is becoming increasingly difficult for persons under age 20 to obtain a meaningful job. Equally demoralizing is the fact that the employment they can get is often temporary and

> usually low-paid. The prospect for young persons in the future is even more bleak, for employment of youths is almost certain to become more difficult.
>
> The only practical solution seems to be to keep youths occupied in worthwhile activities until they are ready for employment. For much of this group, the best place is school. Yet this is the group the current vocational system is least prepared to serve. Such remedial manpower and antipoverty programs as the Manpower Development and Training Act and the Job Corps can currently enroll only tens of thousands when hundreds of thousands need help. The schools must have help to meet this massive need.
>
> Special attention to those with "academic, socio-economic, and other handicaps" was one of the new directions of the Vocational Education Administration Act of 1963, but as indicated above, this is not among the impressive accomplishments. Fragmentary information suggests, and experience confirms, that vocational students tend to be substantially below other students in general capability. Yet too often the better schools attempt to upgrade their student bodies and enhance their prestige, not by providing special help to those who need it, but by actually eliminating such students by more stringent requirements.
>
> In some school systems, vocational education serves as a dumping ground for academic misfits. In others, where vocational education has a strong voice in policy determination, it tends to reject these misfits, so that they are placed in the "general" curriculum which prepares them for nothing. (Bridge Between Man and His Work)

It appears that despite the magnitude of the efforts of the Vocational Education Act of 1963 and the many excellent accomplishments, we have barely begun to scratch the surface. The Advisory Council on Vocational Education, 1968, offers some significant recommendations that the New Jersey Division of Vocational Education subscribed to wholeheartedly.

An adequate system of vocational education capable of achieving these objectives while coping with a changing environment, should have the following characteristics:

1. Occupational preparation should begin in the elementary schools with a realistic picture of the world of work. Its

fundamental purposes should be to familiarize the student with his world and to provide him with the intellectual tools and rational habits of thought to play a satisfying role in it.

2. In junior high school, economic orientation and occupational preparation should reach a more sophisticated stage with study by all students of the economic and industrial system by which goods and services are produced and distributed. The objective should be exposure to the full range of occupational choices which will be available at a later point and full knowledge of the relative advantages and the requirements of each.

3. Occupational preparation should become more specific in the high school, though preparation should not be limited to a specific occupation. Given the uncertainties of a changing economy and the limited experiences upon which vocational choices must be made, instruction should not be overly narrow but should be built around significant families of occupations or industries which promise expanding opportunities.

4. Occupational education should be based on a spiral curriculum which treats concepts at higher and higher levels of complexity as the student moves through the program. Vocational preparation should be used to make general education concrete and understandable; general education should point up the vocational implications of all education. Curriculum materials should be prepared for both general and vocational education to emphasize these relationships. (The Bridge Between Man and His Work)

For too long, vocational educators have designed programs along the earlier narrow patterns; namely, placing the greatest emphasis at the high school level and later, on the attainment of saleable skills needed for employment rather than meeting the total career development needs of the individual which actually spread across his entire life. Thus, a key aspect of the Hackensack project is to explore ways in which the vocational educator can participate in the total curriculum--pre-school to adult.

Willa Norris, Associate Professor of Guidance and Personnel Services, Michigan State University, supports such a position:

> The 1960 White House Career Conference Reports point out that vocational decisions have their roots in the primary years. However, little has been accomplished to help point directions or guidelines regarding techniques and approaches that we might use at the elementary level. The need is more urgent today as more and more vocational education programs are offered in the schools. Children need foundations for decisions. (Norris)

Vocational theorists have stated for many years that career development is a process that begins with the birth of the child and continues throughout his life. Many have written widely on the subject and their thoughts can be pointed up by Dr. Donald Super, who states:

> In infancy, the individual begins the process of forming a concept of himself, developing a sense of identity . . . Exploration appears to be the first phase and a continuing process. . .

The concept of vocational education must be firmly constructed within the concept of career development if vocational education is to be truly recognized as a significant part of education.

Educators in the fields of vocational education, in psychology, sociology, and others cited below provide evidence of the need to merge academic and vocational in order to offer more comprehensive educational opportunities for all individuals.

> Ideally, something should be done to programmatically build into the curriculum itself content which shows the place of school in the larger world. An effort must be made to show how skills acquired in school have later utility, or build toward the development of skills that will have utility, in the world of work. Children are interested in thinking about themselves as adults and in various work roles. A considerable opportunity for constructive, vicarious vocational exploration exists at the elementary level. This is likely to be most effectively accomplished directly in the curriculum rather than imposed as an adjunct program by a specialist outside the curriculum. The role of the specialist should be to serve as an advisor and consultant to the curriculum developer and teacher who will have to implement the concepts. (Osipow)

> Children are influenced by attitudes of people around them. To compound the problems that this generally produces, the typical curriculum does not provide sufficient opportunities for them to explore and develop their potentials. Studies show that by the fifth grade, clear distinctions have been made regarding what is appropriate for them to like and dislike. Most teachers and counselors have middle-class attitudes and are more familiar with the professions than they are with clerical, health, sales, and skilled and semi-skilled areas. Textbooks follow this same pattern. (Super)

The findings of behavioral psychologists cited in the following excerpts present positive evidence in favor of early school programs, such as Technology for Children:

> The motor ability of a child constitutes an important component of his feeling of competence in coping with the environment. It enables him to feel either executively independent and capable of looking after his own needs or relatively dependent on the physical assistance of others. It also constitutes an important source of primary status in the home, school, and peer group as well as basic prerequisite for ultimately attaining volitional independence. . .The executively independent child is more free to explore the wider community with some feeling of assurance. (Ausubel)

Ausubel continues elsehwere:

> Certainly more is involved during the school years when children address themselves to motor, manual, and intellectual achievements and need a sense of making things and making them well and even perfectly.

White identified a common problem regarding motibility:

> Restrictions of motibility may occur because the parents are anxious or because the child's assertiveness troubles them, and a lasting injury to the parent-child relationship may result. Clumsiness in motor or manipulative accomplishments may lead to self-hatred and dependence, for the "evaluation of self-assertiveness and self-esteem" is significantly connected with motor development.

Careful attention should be given to this point expressed by Roe:

> . . .a child whose expressions of natural curiosity were thoroughly blocked, would cease to be curious. "Natural curiosity" here may be interpreted to mean pursuit of need satisfaction.

Despite the urging and the expertise, little has evolved in actual educational practice by way of attuning the education of the individual to the career development processes.

Holland-Whitney also stress this need in the following statements:

> A larger and better integration of current knowledge is needed. The potential value of looking at vocational behavior in the context of counseling, industrial psychology, and particularly sociology needs more explicit attention. Despite much talk about careers, only work histories. Most investigators have been content to study the relationship between one job and the next or the correlates of a single job. Counseling psychologists have focused on adolescents; industrial psychologists have focused on selection and placement; and sociologists have focused on work groups and other group phenomena. Consequently, the links among these diverse fields--all concerned with vocational behavior--are few and weak. More long-term longitudinal studies in which concepts from many fields are integrated in single studies are perhaps the most promising possibility.

Thus it is quite apparent that a strong case has been presented for greater and greater involvement on the part of the vocational educator in the entire educational process.

Under the early vocational education acts supporting and implementing vocational education, vocational educators were restricted in terms of their involvement in the total educational process. Provisions of the funding acts addressed themselves to the somewhat narrow framework of training per se. Further, there was no recognizable effort by vocational educators, nor unfortunately encouragement by other members of the educational family, to open avenues of communication and appreciation on the part of the student and of the community towards vocational education. Such an operational framework was probably the greatest contributor to relegating vocational education to "second choice" education.

Marvin J. Feldman, at the time that he was Program Officer of the Ford Foundation, showed a great concern for this problem when he stressed the need for broadening foundations for future career choices as follows:

> The failure of vocational education to serve larger numbers is directly related to the fact that the vocational system has no voice in the preparation of students for its program.

He too feels that at this stage in its history, vocational education remains primarily "training" and has not yet arrived at the "education" level.

This is the challenge that must be met. Vocational education, operating within the framework of the career development concept, is somewhat broader than the aspects cited in the "Problem" of the original proposal guidelines, i.e., "(a) creating bridges between school and earning a living for young people; (b) promoting cooperation between public education and manpower agencies; and (c) broadening occupational aspirations and opportunities for youths."

From original proposal, section written by Mr. Thomas Gambino and Mr. Robert Briant of the New Jersey State Department Division of Vocational Education.

GENERAL PROJECT DESIGN AND PROCEDURES

The Hackensack Career Development Center has been a pilot project carried out during the past three years in the Hackensack Public Schools. The project was implemented to:

1. make career development learning activities an integral part of the school curriculum from the earliest grades through adult education.
2. provide a setting in which experimentation with and evaluation of such activities may be carried on, and
3. offer students and graduates all possible assistance in finding desired and/or suitable employment.

Career development learning activities are defined as any type of experiences that will:

1. enable students to enlarge their knowledge of occupations,
2. increase their awareness of their interests and aptitudes relative to work, and
3. develop the decision-making skills needed to put this knowledge to best use.

This project is being conducted in a school system with an enrollment of 6,200 students from pre-kindergarten through twelfth grade, with a sizeable adult evening school and adult basic education program. The school population is mixed racially, socially, and ethnically--reflecting the heterogeneous nature of the city's population.

In the first year of the Center's operation, two types of operations (continuing programs and intra-curricular activities) have been planned and conducted by the staff. The continuing programs are based upon a pre-established curriculum guide and, in most cases, were implemented over a prolonged period--such as all or most of the school year or summer. These programs are intended to be repeated each year. In some cases, they form the basis for a self-contained course, and also provide curriculum materials and activities to be interspersed through the ongoing classroom instruction.

The intra-curricular activities are short-term projects planned mutually by one of the school/industry coordinators and a classroom teacher in response to a request by the teacher for a career development activity to relate to his course work. These activities include field trips, demonstrations, "hands-on" work activities, guest speakers, simulations or role-playing activities in the classroom, or media presentations of any kind.

During the initial year, the staff either planned and/or conducted approximately fifteen continuing programs, some of which were being carried over from past years. In addition, approximately 210 intra-curricular activities were conducted, most of them consisting of more than one component or learning experience.

Through a combination of continuing programs and intra-curricular activities, the program eventually plans to provide sequential and continuous coverage in career development activities for all students in the school system, with each program activity designed to meet the needs of a particular level.

The following material presents an overview of the general project design for the 1970-71 project year. The material is organized into several sections:

1. Community Setting
2. School Setting
3. Program Administration
4. Intra-Curricular Activities
5. Continuing Programs

Community Setting

The Hackensack Career Development Program is incorporated within the Hackensack Public School system and serves the school children of the community.

Hackensack had a 1970 population of 35,911 within an area of 4.18 square miles, or 2,673 acres. This gives a population density of 13.4 per acre, or approximately 8,600 per square mile.

The population has been gradually increasing: 1960 population = 30,521; 1970 population = 35,911; and projected 1985 population = 50,000. This represents a 15 to 25 percent gain each decade.

A listing of significant community variables is presented below:

A. Economy of the City

1. Effective buying income of wage earners (median) = $11,112
2. Value of privately-owned housing units (median) = $27,100
3. Cost of rented units (median) = $141
4. Business and industry

Retail stores = 492
Total Sales = $158,955

Service establishments = 319
Total Sales = $ 29,958,000

Manufacturing firms = 192
Value of shipments = $130,300,000

Wholesale trade establishments = 157
Total Sales = $204,311,000

B. Sociological and Ethnic Makeup

1. Population (1970 census)

White	29,641
Black	6,008
Indian	42
Other	220
Total	35,911

2. Major employment categories

Manufacturing	4,143
Retail trade	1,394
Construction	929
Finance, insurance, and real estate	661
Public administration	571
Private household	510
Personal services	462
Professional and related services	405

School Setting

A. School District Personnel

Superintendent of Schools
Assistant Superintendent of Schools
Assistant Superintendent for Business
Administrative Assistant

Director of Federal Projects and Continuing Education
Director of Health, Physical Education, and Health Services
Director of Special Services

Coordinator, Foreign Languages
Coordinator, Early Childhood Education
Coordinator, Deaf Program
Coordinator, Adult Basic Education
Coordinator, Career Development
Coordinator, Educational Data Processing
Coordinator, Supplemental Instruction
Principal, High School
Assistant Principal, High School (three)

Principal, Middle School
Assistant Principal, Middle School (two)

Principals, Elementary Schools, Pre-Kindergarten through Grade Five (four)
One principal covers a pre-kindergarten through grade five school in addition to the pre-kindergarten through grade one school.

Assistant Principals, Elementary Schools (two)
Assistant to the Principal, Elementary School (one)

Director, Instructional Music

Supervisor, Elementary Education

Department Chairmen, Middle School (Science, Guidance, Math, English, Social Studies, Sixth Grade)

Department Chairmen, High School (Science, Guidance, Math, English, History, Business, Driver Education, Boys' Physical Education, Girls' Physical Education, Reading, Library, Home Economics, Vocational Education)

Early Childhood	17 aides
First Grade	4 aides
Lunchroom	13 aides
Library	4 assistants
Deaf Program	7 aides
Special Education	4 aides
Early Learning Skills Program	6 aides

B. Number and types of schools

4 schools Pre-K through 5
1 school Pre-K through 1
1 school 6 through 8
1 school 9 through 12

C. Number and types of teachers (includes general classroom teachers and specialists)

Elementary (Pre-K through 5)	240
Middle school (6 through 8)	80
High school (9 through 12)	180

D. Number and types of counselors

Elementary	3
Middle School	5
High School	9

E. Ethnic make-up of students

White	4,314
Black	1,479
Puerto Rican	101
Cuban	46
Other (includes recent arrivals: Columbians, Ecuadorians, Italians, Greeks, French, and Orientals)	312
Total	6,252

F. Academic curriculum breakdown of students (high school only)

College Preparatory	1,620
Commercial	320
General Arts	304
ESL	105
Industrial Prep	100
Special Education	25

G. Academic curriculum breakdown of teachers (approximate numbers based on sections in each above category)

College Preparatory	80	
Commercial	20	
General Arts	40	
Industrial Prep	8	part-time
ESL	4	
Special Education	2	
Cooperative Work	3	part-time
Undesignated	35	

Program Administration

Goals of Program Administration

The following goal statements represent the program administration goals of the Hackensack, New Jersey, Career Development Project during the three-year operational period of the project.

1. To provide effective program administration in the development of a model in which career development concepts may be incorporated into regular classroom activities.
2. To provide effective program administration in implementing a career development model in the Hackensack Public Schools.
3. To provide effective program administration in the evaluation and updating of career development on a continual basis in the Hackensack Public Schools.

Program Organizational Chart

The organizational structure of the Hackensack, New Jersey, Career Development Program is illustrated in Figure 4.

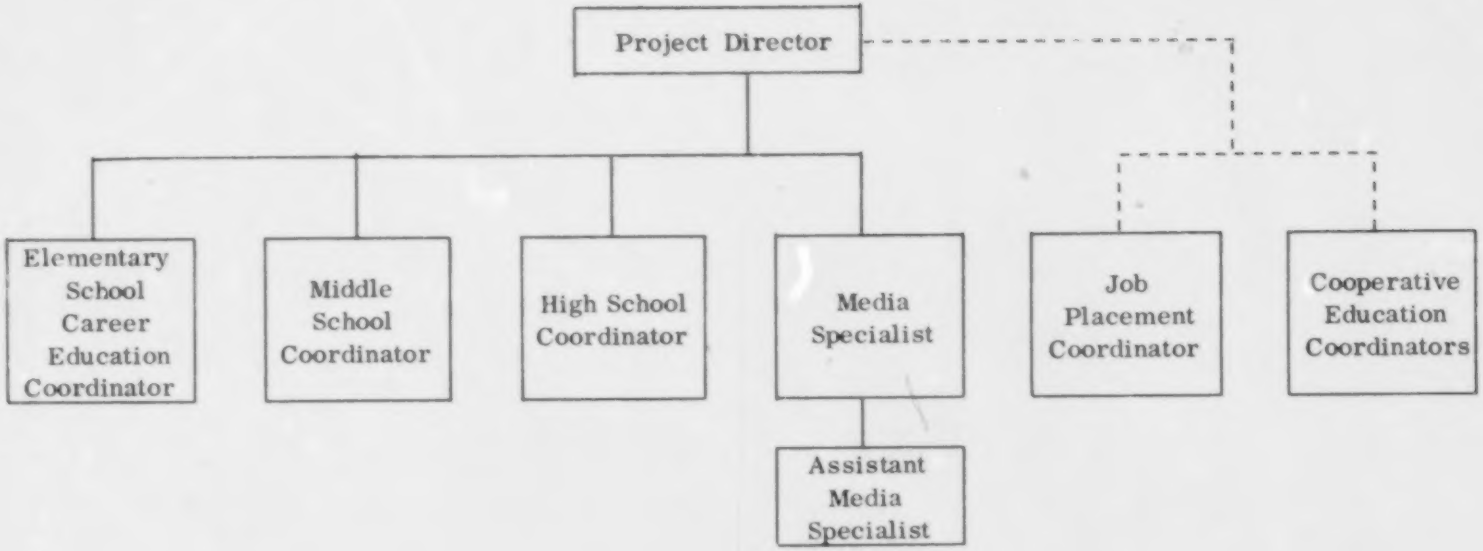
Project Director
Elementary School Career Education Coordinator
Middle School Coordinator
High School Coordinator
Media Specialist
Assistant Media Specialist
Job Placement Coordinator
Cooperative Education Coordinators

FIGURE 4

CAREER DEVELOPMENT PROGRAM ORGANIZATIONAL CHART

Job Descriptions

Selected job descriptions of personnel of the Hackensack, New Jersey, Career Development Program are presented in Appendix B.

Intra-Curricular Activities

The intra-curricular activities were short-term projects planned mutually by one of the schools/industry coordinators and a classroom teacher in response to a request by the teacher for a career development activity relating to his course work. These activities included field trips, demonstrations, "hands-on" work activities, guest speakers, simulations or role-playing activities in the classroom, and media presentations of any kind. More than six hundred intra-curricular activities have been conducted during the three years of program operation, most of them consisting of more than one component or learning experience. A number of intra-curricular activities were evaluated utilizing the Career Development Planning, Monitoring, and Evaluation System.

A sampling of intra-curricular activities follows:

> . . . a unit involving third graders in a study of work in Colonial America. Each student joined a craft group as either an "apprentice" or "master craftsman" and worked at such projects as weaving, candlemaking, carpentry, sewing, quilting, baking, etc. In addition to this "hands-on" activity, the students also engaged in research projects on Colonial life. The unit culminated in a Colonial Fair at which the children displayed and sold the products of their handiwork as well as demonstrating some of the techniques involved in their craft.
>
> . . . a project delineating various careers in journalism through video-taped interviews with professionals in this field. The tapes were produced in conjunction with a high school journalism teacher and were used in her classes. In each interview, the subject discussed the nature of his work, the preparation needed for it, and the opportunities in the field.

. . . a project depicting job categories in the field of advertising through a video tape produced at a local ad agency. A high school English class planned the project as part of a classroom unit in advertising. At the agency, an ad theme which the students had created was processed through all the stages for a magazine ad. Each of these was explained by agency personnel and documented on video tape.

. . . a unit for third graders in health occupations involved talks, demonstrations, and "hands-on" experience with inhalation therapy, electro-cardiograms, optometry, and dental hygienics. On a tour through Hackensack Hospital, the children interviewed a number of hospital personnel. The information they compiled were used for a pamphlet they made in health occupations.

. . . a project involving high school students in an exploration of career opportunities in a large drug firm. A group of students representing various school departments worked with representatives from the Hoffman-LaRoche Company in planning a series of career experiences using that firm's facilities. These will engage larger groups of students in studies of a variety of occupations ranging from skilled maintenance to science lab work.

. . . a project for first graders in careers related to animal care. Classroom demonstrations were given in poodle grooming, dog training, and cat care in which the children were allowed to participate in certain of the tasks. The unit also included a visit to a local pet shop.

. . . a project for second graders in food preparation careers. A portable oven was purchased for the classroom. Under the direction of their classroom teacher, the children, dressed in chef's hats and aprons, baked bread and cookies and prepared griddle cakes.

. . . a project involving five second grade classes delineating careers as "community helpers." Each group took a guided tour of either the local hospital, city hall, post office, courthouse, or fire and police departments. The children took slides which they later exchanged as they told each other about their experiences.

. . . a trip to the NBC studios in New York by eighth grade students in the Immaculate Conception school. The students toured the studio and conducted an interview with Ron Milligan, one of the station's newscasters.

. . . a first grade project focusing on "career hats" to introduce the jobs of baker, policeman, nurse, bus driver, construction worker. The unit featured a class visitation by a local collector of specialty hats and walking field trips to meet representatives of these various careers. Hats were also purchased for the children to wear.

. . . a project for fifth grade students exploring careers in the culinary arts and hotel-motel management. The project featured field trips to several restaurants and a large motel.

. . . a project called "Youth and Industry" for high school students sponsored by several large corporations in the area. Students from the Economics and Industrial Prep classes visited four large industrial plants (Hills Bros., Faberge, Lever Bros., and Lowe Paper) in consecutive weeks for a full plant tour and discussion period conducted by company personnel. The discussion focused on principles of economics and industrial trends. The students involved were given a test on economic principles prior to and following the project to determine its effectiveness.

. . . a project exploring careers in court reporting was open to all high school students. Those who expressed an interest in this field were taken to a school which trains court reporters where they were given pertinent facts about the nature of this work, the training required, and future prospects in the field. Later, they visited the local courthouse and sat in on a trial where they were able to observe a court reporter at work.

. . . a project for high school science classes at the Sandy Hook Marine Biology Laboratory. Plans are being made for students to visit this site to observe the wide variety of scientific and technical work done there with the possibility of participating in certain of the activities. Some functions of the laboratory were documented on video tape for classroom use.

Certain benefits have often occurred as a result of the developed intra-curricular activities. One such example has been documented by the project staff and is enclosed as a case study.

Case Study

Documentation of a Career Development experience for a second grade student:

Randy was characterized by his teachers as a destructive child, habitually using abusive language and throwing classroom objects around the room. His family consists of eight children and mother, the father having died when Randy was two. Randy's mother is known to have recently lost her job with a local day care center. His brother has also been a problem child in school.

Scholastically, Randy is a poor student. His attention span is very short and he participates very little in a group; this participation usually being limited to the use of four-letter words. The one exception to his lack of scholastic participation was penmanship, in which he showed interest and persistence.

During the Colonial Crafts program, however, Randy was seen to exhibit concern and interest. He chose to work in the Colonial Recreation group where he made popcorn pictures To the surprise of his teachers, Randy maintained interest in his project until he completed the picture. He insisted that the teacher take a picture of him showing his completed piece and would not let anyone touch it. Although he showed much interest in this individual activity, always being anxious to start working on it, his participation in group activities was still not in evidence He would not participate in group games or dancing.

The extent of his involvement with his individual project was noticeable at the Colonial Fair the children presented as a culmination of their Crafts project. Randy and another girl were demonstrating how they had made their popcorn pictures. When a photographer asked to take the girl's picture, overlooking Randy, he jumped up and told a teacher to "make the man go."

After the Fair, Randy never initiated further discussion about the Fair or the project he had worked on. However, since then he has shown interest in puzzles and now colors books nicely. His teachers attribute this largely to his work in making popcorn pictures.

Continuing Programs

Continuing programs are defined as those programs designed to comprise a permanent part of the curriculum or programs that will be repeated each year. In most cases, they are based on a pre-established curriculum plan spanning a full school year. In certain cases, however, they are of shorter duration. The Job Fair, for example, is conducted during one week each year. In some cases, they formed the basis for a self-contained course, and also provided curriculum materials and activities to be interspersed through the ongoing classroom instruction. Although these programs were pre-structured, they were evaluated continually and revised as necessary.

The descriptions which follow represent an overview of the individual continuing programs that were implemented during the three years of operation of the Hackensack, New Jersey, Career Development Program.

Job Fair

The Job Fair is a week-long program conducted at the high school each year for students in the senior class. During this week, representatives from many local business and industrial firms conduct job interviews with any interested senior. Many students are hired as a result of these interviews. In any case, the Job Fair provides a learning experience in job interview procedures and conduct for all students who take advantage of it.

Middle School Summer Vocational Exploration

A group of Middle School students spend a summer session at the county vocational and technical high school trying their hands at a variety of skills under the direction of the school's instructors. They are chaperoned by high school seniors who act in a "big brother" capacity and conduct an organized recreation period each day. Their shop instruction stresses the fun of work activity and the reward of seeing a finished product of their own making. In this way, these students see what the vocational school has to offer them and are thus better prepared to make their upcoming decision of what type of high school to attend. At the same time, the experience encourages them to explore their occupational interest and talents.

Summer Community College Program

For tenth and eleventh grade students with low career expectancy, the Summer Community College Program provides exposure to a nearby community college during a four-week summer session. These students have the opportunity to observe and participate in the wide variety of programs the school offers for general education and career training. In this way, they are encouraged to find an avenue of development consistent with their abilities and interests.

Technology for Children

Through world-of-work projects growing out of classroom study units, students in the elementary grades are led toward an understanding of modern technology and encouraged to respect work in its many forms. The Technology for Children projects engage them in a wide variety of "hands-on" activities with the tools and materials of modern business and industry ranging from basic carpentry tools to office machines. As they assume roles in a classroom business office, assembly line, photography studio, or construction crew, for example, the students can also begin to understand the complexities of on–the–job relationships of all kinds, as well as the importance of individual responsibility and contributions.

Parochial School Technology Program

Local parochial elementary schools participate on a limited basis in the Technology for Children Program described above.

Intensive Training for Twelfth Grade Students

In the last half of their senior year, students may take advantage of an opportunity for intensified occupational training in one of a number of basic skill areas. Courses in machinist training, welding, photo-offset printing, clerk-typist skills, drafting, sheet metal working, keypunch operating, and dental assisting are sponsored by the Career Center through the local Adult Training Center. Interested students may enroll on a shared-time basis if their high school schedule permits, or choose a course which meets during evening hours. A certificate of training is given for successful completion of course work.

Introduction to Vocations

As an important element in their career education for this stage, eighth grade boys and girls engage in an intensive occupational awareness program of career exploration through their industrial arts and home economics classes. The program provides for in-depth study of various occupational areas. Each unit involves a broad survey of the particular occupational area, classroom visits by industrial personnel, and at least one field trip to a representative occupational site. In their laboratory work, the students get considerable "hands-on" experience with the tools and materials of each skill area. In this way, they acquire a broad base from which further career exploration can proceed.

Job Placement Office

Through the Job Placement Office located in the high school, any student of work age may get assistance in finding full or part-time employment. This service is also extended to graduates of the high school. The Job Placement Office coordinates other activities such as the Intensive Training Program and the Job Fair, along with group counseling sessions involving common problems of the young worker.

Career Club Program

A number of Career Clubs have been begun under the auspices of the Career Development Center, conducted through local churches on Saturdays. They are designed to stimulate boys and girls aged ten and eleven to begin thinking about their vocational future. Representatives of various professional and other careers are invited to address the members on their job activities, preferably accompanied by demonstrations of their key tasks with the youngsters joining in craft experiences. Through this exposure to career role models and the world of work generally, the children can begin to construct a hopeful career image for themselves.

Industrial Preparatory Project

The Industrial Preparatory Project offers boys in grades ten through twelve the opportunity of studying English, mathematics, science, and mechanical drawing within a technical framework. Study units in this project are built around world-of-work themes and emphasize the way in which these three disciplines interrelate as tools for occupational problem-solving. To boys with leanings toward early job entry or further trade training, this track offers a needed alternative to the college preparatory/general education choice. Through it, they can combine a sound academic foundation with a maximum of vocational exploration.

Cooperative Work Programs

The various Cooperative Work Programs allow students in the late high school years to share their day between work and school in a way that maximizes the potential benefits of each. Their work experience provides for job rotation within a certain occupational area and expert training in each job encountered, for which they also receive course credit at the school. This is in addition to regular pay. In their half-day at school, they take certain courses required for graduation as well as one devoted to study of their occupational field and group guidance for problems encountered on the job. In this way, the school utilizes the training resources of the business and industrial community. Five such programs are offered covering the following areas:

1. Cooperative Industrial
2. Cooperative Office
3. Cooperative Health
4. Cooperative Home Economics
5. Distributive Education

Special Needs Workshops

The Special Needs Workshops are directed toward the vocational needs of students in the educable and trainable categories, primarily the universal need to experience the satisfaction of work successfully performed. Within the sheltered environment of their own classrooms, these students work on job projects contracted from local business firms and are paid for what they produce. The projects are chosen for their high achievement potential and engage the students in production planning and related economic consideration. In this way, they are exposed to several aspects of the working world without the stress of competing in it before they are ready to do so.

Summer Remedial Program

This six-weeks Summer Remedial Program, offered as an alternative to the regular summer school, blends basic instruction in English and mathematics with related occupational projects. During the first part of their morning session, the boys attend classes which are conducted informally and stress individualized instruction. The rest of the morning is spent either in the auto mechanics shop or on a building project somewhere on the school grounds, depending upon which area they choose. Both stress "hands-on" participation in various aspects of the building trade or auto repair and maintenance. Follow-up tutoring in their academic work is interspersed through their work period and another brief classroom session follows at the end of the school day. Full course credits are allowed for both academic areas and additional ones for the work segment.

Evening Adult Vocational Training

The Evening Adult Vocational Training program offers any adult in the school district a chance to explore a new occupational area to increase his career potential or simply enrich his use of leisure time. Through evening courses in metal shop, auto mechanics, cabinet making, offset printing, foods, clothing, commercial arts and typing, etc., those interested may avail themselves of expert instruction and the facilities of the high school laboratories and shops. Potential enrollees received advice from trained counselors as to their choice of courses and the prospects for putting their newly-acquired skills and interests to best use.

Non-native Adult Evening Program

The Non-native Adult Evening Program provides for the special needs of non-native adults through instruction in English language skills, coupled with shop experiences related to their working life. Its immediate aim is to impart a greater ease and familiarity with industrial terminology and the language of job interviews, classified ads, job applications, etc. In general, it covers those areas of communication essential for successful job entry and work adjustment.

Vocational Program for Students with School Adjustment Problems

For those students with serious school adjustment problems, the Vocational Program for Students with School Adjustment Problems offers the opportunity of continuing to graduation while, at the same time, gaining valuable work experience and occupational training. Under a shared-time concept, the students work mornings at jobs in either auto mechanics shops (boys) or business offices (girls) and spend their afternoons at the high school completing required course work and receiving intensive occupational training related to their morning work. This training stresses an informal, small-group approach in keeping with the special needs of these students.

Work Experience Career Exploration Program

The Work Experience Career Exploration Program was designed for any student fourteen or fifteen years of age who has been identified as one who can benefit from a job experience and modified academic schedule. The W.E.C.E.P. attempts to deter the potential school and societal dropout, to give meaning and relevance to education and dignity to work-students in the program. The students take a minimum of two academic classes per day, as stipulated by state requirements for graduation, as well as instruction in job-related activities and employability skill development with individual or remedial instruction, where needed, while working three to four hours per day at the standard hourly wage.

Media-Supportive Activities

The function of media in the Hackensack Career Development Center has been to assist all projects wherever audiovisual or television would enhance the career experiences.

The media department also developed or assisted in the development of various media productions for use as documentaries, course content presentations, or summaries of activities.

RESULTS AND ACCOMPLISHMENTS OF THE PROJECT

The Hackensack Career Development Program has attained its objectives for its three years of operation and has progressed further than planned. A general operational plan involving ongoing programs and the ability to provide intra-curricular programs during the year has been implemented. This plan is not statis, but has served as the major support thrust.

Staff involvement has been enthusiastic and staff members have gone beyond their defined responsibilities to promote the concept of career development as part of the school curriculum.

The use of audio and video hardware has been impressive. Opportunities for involvement with business concerns have been utilized to the fullest. Video tapes of various careers have been made which will be used for years to come. Such equipment has also been used for documenting outstanding intra-curricular programs. The use of this type of approach has also served as a catalyst for promoting further involvement in such activities. An additional benefit derived from the use of such facilities involves the aspect of community relations. Although not specifically a project objective, the "seeing" of school situations has helped to promote the school's image.

A major direction indicated during the three years has been the development and piloting of a formative evaluation system. The system attempted to provide a consistent planning format for each activity to be used by the program personnel, school personnel, and the business/industry personnel. Monitoring and evaluation information from the staff (as well as cognitive and affective feedback from the participants) was to be included. Such a system was adapted to work with both continuing ongoing as well as intra-curricular activities.

During the third year of program operation, the staff of the Hackensack program continued to implement ongoing as well as short-term programs in career development. These programs involved such diverse activities as the development of additional programs for the Career Development Center, career clubs, summer projects, field trips, guest speakers, and Classroom Career Units.

Additional efforts were carried out in the gathering of "hard" data concerning the program's impact on student cognitive and affective behavior. The principle vehicle for gathering data continued to be the Career Experience Planning, Monitoring, and Evaluation System developed in the second operational year by the Hackensack Career Development staff. The procedures for the system were simplified during the third operational year to increase the efficiency of use of the system. The data gathered relative to the objectives of the Hackensack Career Development Program indicate that the stated objectives of the program were attained. Additional emphasis was given in the third year of operation to (1) procedures and techniques, (2) funding sources, and (3) additional planning for maintenance to further develop the program in the Hackensack Public Schools.

EVALUATION OF THE PROJECT

The results for each program objective are presented by operational year (i.e., 1970-71, 1971-72, 1972-73). In addition, the results of external monitoring of project activities by EPIC Diversified Systems Corporation are presented in Appendix C.

Analysis of Program Objectives

Objective #1

To make career development education a significant part of the school curriculum at each developmental stage and grade level.

Developmental stages have been defined as follows:

Elementary Stage

The elementary stage is generally one of providing experiences where youngsters begin to establish attitude and behavior patterns relative to growth in vocational awareness. These experiences usually include provisions for opportunities in which the individual begins to explore, cope, and clarify feelings of "self" as he interacts with his environment.

Middle School Stage

The middle school stage is a period of broad vocational exploration on a more sophisticated level than the previous stage and leads to a specificity of choices for many students. At this stage, the student is generally more mature regarding the ability to judge his potential more realistically and make relevant educational decisions.

High School Stage

The high school stage is one of study, evaluation, in-depth testing of tentative choices, and development of specific skills according to potential, needs, interest, and opportunities. Orientation and placement in an appropriate "next step": including jobs, further training and/or continuing education are essential aspects.

At each stage, the school district provided many opportunities for career education to become part of the school curriculum. In each one of the defined stages, the Career Development Center provided support services in assisting in the process of making career education a significant part of the school curriculum. For example, in the senior high school Cooperative Work Program, students participated in the Distributive Education II course, in Cooperative Industrial Education, in Health Occupations, in Home Economics, and in Office Practice. The Career Development Center provided support for this involvement.

Results for 1970-71

The program documented career development activities related to each grade level during the 1970-71 program year. This material identified the general area related to career development: the instructor, the number of students involved, and a brief description of the activity. This information was documented through March, 1971. During April and May, approximately one-third as many activities were completed.

Continuing education activities have been outlined in the section regarding general program design and procedures.

Pre-Kindergarten

General Activity	Teacher	No. of Students
Dental Careers	Mrs. Parimenis	25
Sewing	Kay Garner	11
Field trip to Modell's	E. Marx	38
Field trip to Van Saun Park	Mrs. E. Marx	38
Trucks	I. Schwartz	22

Kindergarten

General Activity	Teacher	No. of Students
Dental Careers	Kaplow and Winters	50
Transportation	Kaplow and Winters	100
Farm Workers	J. Elizer	34
Farm Workers	J. Eliegar	34

Kindergarten (Parochial)

General Activity	Teacher	No. of Students
Community Helpers	Mrs. Mitchell	24
Health Occupations	Mrs. Linda	32
Community Helpers	Sr. Dorothy	34
Animal Care	Mrs. Linda	32

First Grade

General Activity	Teacher	No. of Students
Lamp Projects	Slepis, Miguire	8 special ed.
Career: Hats, Costumes, Tools	H. Pearlman	25
Animal Care	E. Katz	20
Animal Care	R. McBride, M. Costello	31
Beauty Salon	R. McBride	13

First Grade (Parochial)

General Activity	Teacher	No. of Students
Animal Care	_____	68
Community Helpers	Sr. Mirium	19

Second Grade

General Activity	Teacher	No. of Students
Colonial Crafts	LEM	125
Colonial Crafts	LEM	125
Colonial Crafts	Beth Greenblatt	12
Colonial Crafts	T. Giordano, K. Cobella	12
Colonial Crafts	Miss Applegate	125
Wig Making	K. Colella	16
Chef - Baker	M. Reilly	12
Community Helpers	Mauthe, Muller, Hammer, Lutthans, and Ackerson	132

Second Grade (Parochial)

General Activity	Teacher	No. of Students
Music	Sr. Mary	32
Animal Care	Kelly and Chaudron	—

Third Grade

General Activity	Teacher	No. of Students
Dental Careers	Decter, Traino, Zucher, and Schudin	105
Baking	Mrs. Galante	15
Beauty Salon	Mrs. Galante	15
Deaf Program	C. Peszynski	17
Occupations--Indian Origin	Ann Galante	15
Hospital Tour	R. Selly	13
Colonial Crafts	K. Colella	12
Carpentry		—
Colonial Crafts	Colella, Wilson	10
Dental Assistant	Zier	27
Colonial Crafts Sewing	LEM	10
Manufacturing and Merchandising	LEM	10

Third Grade (Parochial)

General Activity	Teacher	No. of Students
Electricity	Mrs Kelly, Sr. Patricia	33
Animal Care	Kelly, Chaudron	36

Fourth Grade

General Activity	Teacher	No. of Students
Health Occupations	S. Toscano	28
Communications	A. Forbes	28
Colonial Crafts		145
The Denal Hygenist		—

General Activity	Teacher	No. of Students
Technology for Children	Fruhling	19
Braillist	Fruhling	21
Photography--Photo-Offset	Fruhling	21
T4CP--Photography Workshop for Teachers	________	—
Technology for Children	Fruhling	19
Health Occupations	Miss Person	13
Beauty Culture	Miss Person	13
Health Occupations	Kessler	25

Fourth Grade (Parochial)

General Activity	Teacher	No. of Students
Health Occupations	________	—
Colonial Crafts	Sr. Patricia	40
Electricty	________	33

Fifth Grade

General Activity	Teacher	No. of Students
Fingerprinting	Mosbrooker	25
Law Enforcement	Mosbrooker	25
Bilingual Careers	Trelles	17
Restaurant-Hotel Management	DiPeri, Giglento, and Higgins	60
Bilingual Careers	Trelles	17
Career Interviews	DeCondo, DePeri	25
Dental Lab Technician	DiPeri, Giglento, Higgens, Madden	100
Dental Hygenist	Di Peri, Gilento Higgens, Madden	100
Technology for Children	W. Cooke	18
Newspaper Photography	W. Cooke	18
Photography--Photo-Offset	W. Cooke	18
Carpentry Workshop	Cooke, Meyers, Fruhling, Sourifman	—

Fifth Grade (Parochial)

General Activity	Teacher	No. of Students
Airport	Mrs. Matter	24
Health Occupations	------	--

Sixth Grade (Parochial)

General Activity	Teacher	No. of Students
Health Occupations	Sr. Catherine	--
Trip to American Museum of Art	Sr. Ann	69
Communications	Sr. Rita	31

Middle School

General Activity	Teacher	No. of Students
Nursing Careers	Plump	40
Telephone Careers	Ann Smith	300

Seventh Grade

General Activity	Teacher	No. of Students
Trip to Whitney Museum	Sr. Mary	25
Health Occupations	Fiore	33

Eighth Grade (Parochial)

General Activity	Teacher	No. of Students
Photography	Sr. Mary Ann	14
Technology	Sr. Mary Ann	14
Marketing, Retailing, Buying	Sr. Mary Ann	23

General Activity	Teacher	No. of Students
United Nations Tour	Burke, Sr. Mary Ann	32
News Casting	B. Zock, Sr. Mary Downey	23
Teaching as a Career	Zock, Sr. Mary Downey	23

Middle School

General Activity	Teacher	No. of Students
Field Trip to Jail (Government Careers)	Calise	30
Bergen County Government	Calise	30
Plastics	Vladyka	14
Clothing Manufacturing	Johnson	11
Vocational Reading Library	Savage	—
Trip to Metropolitan Museum of Art	Szatanski	16
Trip to General Motors Assemply Plant	Corbin	11

High School

General Activity	Teacher	No. of Students
Video Tape of Commercials	Capone	14
Field Trip to Volkswagen	Kalfayan	12
Video Tape of Charm Consultant	Kalfayan	60
Field Trip to Austin Display	Capone	11
Video Tape of TWA Stewardess	Kraus	20
ABOVE Video Tape Shown to students	Kraus	25
Careers in Fashion Designing	Capone	15
Careers dealing with Chemistry	Bernardo	10

Ninth Grade

General Activity	Teacher	No. of Students
Careers in Advertising	—	—
Video Tape of Westshore Publishing Co.	Dobson	30
How to Fill out Job Applications	Heidecker, Acciardi	—

Eleventh Grade

General Activity	Teacher	No. of Students
Trip to Bloomingdale's	Schlochaur	—
Journalism Careers	Brancato	16
Careers in Journalism	Brancato	16
City Government Employment	—	—

Tenth and Eleventh Grades

General Activity	Teacher	No. of Students
Field Trip to Stenotype School	—	—
Field Trip to United Nations	Fishberg	43
How to Fill out Job Applications	Heidecker, Acciardi	30

Eleventh and Twelfth Grades

General Activity	Teacher	No. of Students
Video Tape of Sport Fishery Biologist at Sandy Hook	—	—
Guest Speaker from Montclair State	Masone	50

General Activity	Teacher	No. of Students
Field Trip to Teterboro Airport	———	—
Field Trip to Westchester Airport	Lane	20
Trip to Hills Brothers	———	—
Trip to Lowe Paper Co.	———	—
Art Seminar	Turner	—
Field Trip to Lever Bros., Faberge	———	—

Career Clubs

General Activity	Teacher	No. of Students
Radio Kits	C. Clay	15
Trip to Teterboro Airport	C. Clay	15
Veterinarian	C. Clay	15
Doctor and Nurse	C. Clay	15
Photographer	C. Clay	15
Sewing	Parciaseppe	20
Carpentry	D'Arminio	19
Baking	Parciaseppe	20
Trip to Teterboro	D'Arminio	25
Electronics, Carpentry	F. Meirs	25
Sewing, Knitting, Cooking	Sr. Ann	25
Carpentry	B. Zoch	25
Trip to Teterboro Airport	B. Zoch	25
Sewing	B. Zoch	25
Real Estate	C. Clay	15
Auto Show	C. Clay	15
Dental Technician	C. Clay	15

Evening Program

General Activity	Teacher	No. of Students
Commercial Art	Shiefer	31
Typing, Commercial	Kraus, Minkewicz, Adams, Capone	100

General Activity	Teacher	No. of Students
Spanish-Speaking Project	Lane	10
Foods	Gagliostro	11
Printing	Detrick	9
Sewing	Wiatrak	38
Auto Mechanics	Ralston	43
Cabinet Making	Giordano	25

Guidance

General Activity	Teacher	No. of Students
Bergen Community College Health Fair	Acciardi	8
Hoffman LaRoche meeting Committee	LeRose and Mackert	6
Film dealing with Careers in Medical Profession	Thomas	50
Special Occupations Project Adjustment Group	Tupponce	20
Job Placement	Acciardi	—
Trip to Wall Street	Tupponce	5

Special Education

General Activity	Teacher	No. of Students
Sheltered Workshop	Whitney	20
Sheltered Workshop	Whitney	20

Approximately two thousand students were involved in career development intra-curricular activities in 1970-71. Other data document activities of the career clubs, evening programs, guidance involvement, and special education involvement.

Results for 1971-72

A summary of the activities presented for the defined developmental stages for 1971-72 is presented in Table 1.

TABLE 1

CAREER ACTIVITIES BY DEVELOPMENTAL STAGE
FOR OBJECTIVE #1
1971-72

Stage	Career Experience Activity	Involvement No. of teachers	Involvement No. of students*
Elementary	Speakers	62	1,240
	Visits	77	1,540
	Demonstrations	17	340
	"Hands-on" experiences	43	860
	Media presentation	17	340
	Role-playing	15	300
Middle School	Speakers	12	360
	Visits	21	630
	Media presentation	6	180
Senior School	Speakers	35	1,050
	Visits	23	690
	Media presentation	39	1,170

*approximate

The approach of providing career education experiences at the defined developmental stages parallels research completed by Ginzberg, Roe, and Super. At the elementary stage, the implemented activities serve as a stage for exploration and self-discovery. These activities were implemented not only through the common method of speakers, visitations, and media, but through demonstrations and actual "hands-on" experiences.

It is again noted that the Career Development Center has provided support in terms of the career activities implemented. The Career Center supported all the activities which are documented, and more activities were probably completed.

Results for 1972-73

A summary of the activities presented for the defined developmental stages for 1972-73 is presented in Table 2.

TABLE 2

CAREER ACTIVITIES BY DEVELOPMENTAL STAGE 1972-73

Stage	Career Experience Activity	Involvement No. of teachers	 No. of students*
Elementary	Speakers	18	440
	Visits	27	540
	Demonstrations	6	120
	"Hands-on" experiences	9	170
	Media presentations	1	30
Middle School	Speakers	2	50
	Visits	24	390
	"Hands-on" experiences	1	30
	Media presentations	3	70
Senior School	Speakers	6	70
	Visits	11	90
	Demonstrations	1	20
	Media presentations	9	170

*approximate

The above summary reflects many new activities initiated during the 1972-73 project year. This summary does not reflect many of the activities completed in 1971-72 and repeated during the 1972-73 year.

Again, the approach of providing career education experiences at the defined developmental stages parallels research completed by Ginzberg, Roe, and Super. At the elementary stage, the implemented activities serve as stage for exploration and self-discovery. These activities were implemented not only through the common method of speakers, visitation, and media, but through demonstrations and actual "hands-on" experiences.

It should be noted that, as in previous project years, the Career Development Center has provided support in terms of the career activities implemented. The Career Center supported all the new activities which are documented, and more activities were probably completed.

Objective #2

> To provide sequential and continuous career development activities throughout all grade levels from pre-kindergarten to adult education.

Continuing programs have been described in the General Project Design and Procedure section of the present report. These programs were developed for the purpose of providing consistent information within the defined developmental stage over a longer time frame. Basically, consistency of input directed toward locally-defined goals is the goal for continuing programs.

Results for 1970-71

Major continuing programs are described as to (1) description of program intent, (2) activities required to attain the program intent, (3) the student population participating in the program, and (4) the project staff responsible for implementation. The second descriptive phase of program procedures will outline programs at defined levels. Intra-curricular activities have been documented under objective #1.

Program: Audiovisual Media

How an individual perceives himself and establishes an "operational" self-image is the outgrowth of a multiplicity of experiences and interactions. The opportunity to "see and hear" himself as a means of enhancing the changes for self-identity, rarely a part of the career development experience, can be highly effective in this type of project.

Experiences will be more meaningful when videoplayback, slides, or audio tapes are used to complement the learning exercise. This will be particularly true when the student is the "subject," regardless of when audiovisuals are used--pre-school to adult. Audiovisual media involvement during the various broad stages of career development will cut across preschool to adult in order to affect greater interrelatedness of experiences.

Activities

1. Initiate and respond to requests from staff regarding locally-produced audiovisual materials.
2. Photograph and/or audio tape using various media, group activities, special information, data pertinent to any staff person's needs.

3. Maintain record of productions--report available material. Appendix D documents records of productions during the 1970-71 operational year.

Enrollment

Serve pre-school to adult.

Staff

One director
One technician (part-time)

Program: Public Information

Adequate, comprehensive information places the student in a better position to make important vocational decisions. Further, it enhances the understanding of parents, employers, and educators regarding career development.

Activities

1. Prepare newsletters and other media for school and out-of-school groups.
2. Assist in school/industry activities.
3. Develop appropriate reporting format suitable to the various levels, pre-school to adult.
4. Meet parents, community, and PTA groups.
5. Meet with business, industrial, and labor representatives.

Enrollment

Serve pre-school to adult

Staff

One Public Relations person

Program: School/Industry Coordination

Students whose education is updated and broadened through an ongoing program of communications with business and industry should be more motivated because of the realistic experiences that result.

Where business, industry, and schools involve themselves in the development of each other's respective resources, the outcome should be more relevant to education and employment.

School/Industry coordination involvement cuts across the broad stages from pre-school to adult.

Activities

1. Develop intra-curricular activities cooperatively with classroom teachers.
2. Assist in coordination of continuing programs.
3. Provide appropriate personnel from industry and business to assist educators in the development and evaluation of occupationally-oriented curricula.
4. Conduct in-service education programs for educators, both during the year and over the summer.
5. Actively seek areas of educational concern that could be improved more efficiently with community cooperation.
6. Cooperate with industry in the development of in-plant or industry-oriented education projects.

Enrollment

Serve pre-school to adult.

Staff

One full-time person (elementary)
One part-time person (elementary)
One full-time person (middle and senior high school)

A basic outline of the specific programs involving students in exploratory, skill development, informational, and assessment experiences along a pre-school to adult continuum have been documented. Those programs presently operating and locally funded by the Hackensack School District have been included in this summary in order that the full spectrum of career development activities may be conceptualized.

Information related to developmental stages is presented in the following material. These stages have been designated as (1) elementary, (2) middle school, (3) high school, and (4) adult and out-of-school youth.

Elementary Stage

The elementary stage is generally one of providing experiences where youngsters begin to establish attitude and behavior patterns relative to growth in vocational awareness. These experiences usually include opportunities for the individual to begin to explore, cope, and clarify feelings of "self" as he interacts with his environment.

In Hackensack, an English as a Second Language program was provided for Spanish-speaking persons. In the area of Special Needs, classes for handicapped and retarded and educable were conducted. Further, the Head Start program was absorbed within the school district, so that at present all four-year-olds are accepted in pre-school classes throughout the district.

Another feature of the Hackensack School District is that it is one of the few districts employing counselors in the elementary school. Of the four elementary schools, two have had full-time counselors.

Programs in the Elementary Stage included:

Technology for Children
    (a) Pilot units for elementary children

Intra-Curricular Activities

Middle School Stage

The Middle School Stage is a period of broad vocational exploration on a more sophisticated level than the previous stage and leads to a specificity of choices for many students. At this stage, the student is generally more mature regarding the ability to judge his potential more realistically and make relevant educational decisions.

Contributing to the above climate, the Hackensack Middle School has four full-time counselors operating at a ratio of 250:1 A well organized vocational guidance segment of activity is presently operating Articulation with Hackensack High School and the Bergen County Vocational/Technical School has been expanded. Industrial Arts shops cover six different areas of study and Home Economics operates on a full schedule Special Needs students take shops, home economics, and other electives in regular classes while academic classes are held separately to provide a climate conducive to interaction at a level commensurate with abilities.

Programs in the Middle School Stage include:

Summer Program of Career Exploration
Introduction to Vocations (regular)
Intra-Curricular Activities

High School Stage

The High School Stage is one of study, evaluation, in-depth testing of tentative choices, and development of specific skills according to potential, needs, interests, and opportunities. Orientation and placement in an appropriate "next step" including jobs, further training, and/or continuing education are essential aspects.

Cooperative Education programs operated in the areas of Distributive Education and Industrial Education. Cooperative Office of Education started September, 1970. A smoothly-operating program identified as Industrial Preparation was offered to students interested in the pursuit of "industrial" careers covering the full gamut up to professional interests. Job placement, part-time and full-time, was conducted through the Job Placement Office.

A special program for Alienated Youth was inaugurated during the school year 1969-70. Operating on a "cooperative school/work" basis, it serves the student who has become disenchanted with school.

A special critical feature of this stage is that the entire curriculum be designed in order that students representing many varied interests and abilities all be offered equal opportunity to experience career development encompassing sequence continuity.

Programs in the High School Stage include:

Grade Level	Program
9-12	Guidance and Counseling
9-12	Job Placement
9-12	Special Needs--Cooperative Employment Orientation
11-12	Cooperative Vocational Education: Industrial Education, Office Occupations, Home Economics, Distributive Education
12	Short-term Occupational Preparation
12	Employment Orientation
9-12	Pre-Vocational for Alienated Youth
10-12	Pre-Vocational Industrial Preparatory
12	Job Fair
9-12	Career Resource Center
9-12	Summer Remedial Instruction and On-the-Job Training Program

Adult and Out-of-School Youth Stage

Operation "Second Chance," or possibly "first" for many disadvantaged persons, makes up the bulk of the programs in this project. Programs in this category have been carefully designed to incorporate the following aspects: outreach, orientation, education and occupational training, job counseling, and placement and follow-up.

Certain institutions, including community colleges, street academies, four-year colleges, and others offer special opportunities to the young adult who did not "make it" in the regular high school program.

The Department of Labor, and the Department of Community, also sponsor special opportunity programs for the disadvantaged.

Programs organized by the Hackensack Career Development Center include:

Occupational Awareness for Spanish-speaking adults
Evening Adult Vocational (includes counseling)
Job Placement Office

Results for 1971-72

Major program support services provided by the Career Development Center included:

Audiovisual Media

How an individual perceives himself and establishes an "operational" self-image is the outgrowth of a multiplicity of experiences and interactions. The opportunity to "see and hear" himself as a means of enhancing the chances for self-identity, rarely a part of the career development experience, can be highly effective in this type of project.

Experiences will be more meaningful when video-playback, audio tapes, or slides are used to complement the learning exercise. This will be particularly true when the student is the "subject," whether the subject is a preschooler or an adult. Audiovisual media involvement during the various broad stages of career development will cut across pre-school to adult levels in order to affect greater interrelatedness of experiences.

Activities

1. Provision of locally-produced audiovisual materials, by initiation or upon staff request.

2. Photograph and/or audio tape using various media, group activities, special information, data pertinent to any staff person's needs.
3. Maintenance of a record of productions and production of a report of available material.

Public Information

Adequate, comprehensive information places the student in a better position to make important vocational decisions. Further, it enhances the understanding of parents, employers, and educators regarding career development.

Activities

1. Preparation of newsletters and other media for school and out-of-school groups.
2. Assistance in the execution of school/industry activities.
3. Development of an appropriate reporting format suitable to the various levels--pre-school to adult.
4. Meetings with parents, community, and PTA groups.
5. Meetings with business, industrial, and labor representatives.

School/Industry Coordination

Students whose education is updated and broadened through an ongoing program of communications with business and industry should be more motivated because of the realistic experiences that result.

Where business, industry, and schools involve themselves in the development of each other's respective resources, the outcome should be more relevant to education and employment.

School/industry coordination involvement cuts across the broad stages from pre-school to adult.

Activities

1. Development of intra-curricular activities cooperatively with classroom teachers.
2. Assistance in the coordination of continuing programs.

3. Provision of appropriate personnel from industry and business to assist educators in the development and evaluation of occupationally-oriented curricula.
4. Conduct of in-service education programs for educators, both during the year and over the summer.
5. Search for areas of educational concern that could be improved more efficiently with community cooperation.
6. Cooperation with industry in the development of in-plant or industry-oriented education projects.

In addition, Continuing Programs implemented at the defined developmental stage include:

Elementary Stage

Technology for Children
  a. Pilot units for elementary children

Middle School Stage

Summer Programs of Career Exploration
Introduction to Vocations (regular)

High School Stage

Grade level	Program
9-12	Guidance and Counseling
9-12	Job Placement
9-12	Special Needs--Cooperative Employment Orientation
11-12	Cooperative Vocational Education: Industrial Education Office Occupations Home Economics Distributive Education
12	Short-term Occupational Preparation
12	Employment Orientation
9-12	Pre-Vocational for Alienated Youth
10-12	Pre-Vocational Industrial Preparatory
12	Job Fair
9-12	Career Resource Center
9-12	Summer Remedial Instruction and On-the-Job Training Program
9-12	Proprietary School Fair

Results for 1972-73

The efforts during the 1972-73 period reflect a continuation of the program activities documented during the previous two years of the project. In all instances, the project staff provided for program and activity impact at or above the levels for the first two years. The reader should refer to the 1971-72 results section for a description of the program and activities addressed during the 1972-73 year.

Table 3 provides the number of teachers and students involved in career activities relative to objective #2.

TABLE 3

CAREER ACTIVITIES BY DEVELOPMENTAL STAGE

1972-73

Stage	Career Experience Activity	Involvement	
		No. of teachers	No. of students*
Elementary	Speakers	18	440
	Visits	27	540
	Demonstrations	6	120
	"Hands-on" experiences	9	170
	Media presentations	1	30
Middle School	Speakers	2	50
	Visits	24	390
	"Hands-on" experiences	1	30
	Media presentations	3	70
Senior School	Speakers	6	70
	Visits	11	90
	Demonstrations	1	20
	Media presentations	9	170

*approximate

Objective #3

To establish a working model of a Career Development Center functioning within a school system which involves community agencies.

The project opened lines of communication and has actively involved a large number of agencies in career development activities. A sampling of these contacts for each operational year by category is presented below. A complete listing of all contacts is available in the Hackensack Career Development Program Offices.

Results for 1970-71

1. Community Affairs

   Bergen County Chamber of Commerce: employment aids and facilitated contact with the business community.

   Bergen County Medical Society: participated in their "Career Day."

   Hackensack Hospital: tours, demonstrations, and speakers.

   Humane Society: speaker

   Bergen County Heart Association: speaker, demonstration.

   YMCA: "Youth and Industry Program" sponsored by this organization.

2. Continuing Education

   Montclair State College: speaker, demonstration.

   Bergen Community College: summer exploratory program planning.

   Fairleigh Dickinson University: "Career Day" Dental Hygiene Clinic.

   Roberts-Walsh Stenotype School: tour and demonstration.

   Bergen Technical Training Center: intensive training program, tours, and demonstrations.

3. Vocational-Technical Schools

   Bergen County Vocational School: joint programs of career exploration involving visitations and use of facilities.

4. State Department of Education

   In frequent contact with State Department personnel concerning all facets of the project.

5. Department of Labor

   Publications and job placement assistance.

6. Municipal and County Government

   Hackensack Fire Department: tours, speakers, demonstrations.

   Hackensack City Hall: tours.

   Bergen County Court: tours.

   Bergen County Prosecutor's Office: speaker.

   Bergen County Probation Office: speaker.

7. Business/Industry/Labor

   Bloomingdale's Department Store
   People's Trust (local bank)
   Singer Company
   Jonathan Logan
   Esso Research Center
   Hills Brothers
   Manhattan Drug Co.
   B. Altman and Co.
   Construction Industry Advancement Fund
   Bergen Record
   Mariott Motel
   Latin American Travel
   Prentice-Hall Publishers
   Lever Brothers
   Faberge
   N. J. Bell Telephone Co.
   International Ladies' Garment Workers Union

Results for 1971-72

The program opened lines of communication and has actively involved a large number of agencies in career development activities. A sampling of these contacts follows by category. A complete listing of all contacts is available in the program office.

1. Community Affairs
2. Continuing Education
3. Vocational-Technical Schools
4. State Department of Education
5. Department of Labor
6. Municipal and County Government
7. Business/Industry/Labor

A further description of the involvement through community agencies in 1971-72 can be found by examination of all the activities related to intracurricular projects.

More intensified community involvement was established at the high school, sponsored jointly by the Career Development Center and the Social Studies Department. It was aimed at giving eleventh grade students career exposure in governmental and social service work. The program called for students to spend a full week at a city department or social service agency observing and participating in various types of jobs. The students could choose from among some fifteen agencies or city departments. Because participation in the program meant missing a week of school work, it was offered on a voluntary basis.

Approximately ninety students chose to participate. A survey conducted among the students showed that the great majority of those who chose not to participate did so because they felt it would be too difficult to catch up with missed school assignments. Most said they would have otherwise liked to participate in such a program.

All students who did participate were asked to evaluate their experiences upon their return to school. In general, their responses were most favorable and encouraging for the future possibilities of programs like this. Over 80 percent of the students responded that the week's experience had been of value to them. Over 60 percent said that it had made them aware of more career possibilities. Almost 80 percent felt the work they did for the agency had been of value to the community. Perhaps most significant is the fact that some 20 percent of the students said that their career plans had been influenced by the experience. In a number of cases, the students have continued to do volunteer work at these agencies in their free time.

The agencies were also asked to evaluate students in terms of their work and attitudes. The responses were overwhelmingly favorable.

Appendix E documents the agencies participating in the community volunteer program, while Appendix F presents responses to the Center related to the program and Appendix G presents a sample of student evaluation forms collected from this program.

Results for 1972-73

The program continued to use lines of communication already established with agencies within the community (see 1971-72 results). A resulting product of the efforts was a "Career Education Resource Directory." This document provides a listing of the contacts made by staff in support of efforts to realize objective #3.

The year 1972-73 represents more intensified efforts to involve the schools and the agencies within the community and, as the documentation within the "Career Education Resource Directory" shows, the efforts have been very productive.

Objective #4

To study the impact of career development activities on students.

Results for 1970-71

Two approaches were incorporated for studying the impact of career development activities. First, the project designed evaluation sheets to be used for each individual school activity. Copies of such forms are presented in Appendix H. This information is available in the project office.

The second approach involved the development of a framework for planning and evaluating the activities under career development. Dr. Bruce W. Tuckman, Rutgers University, was contracted to draw up a taxonomy of career development stages. This document has been received and is titled, An Age-Graded Model for Career Development Education. Major sections included in the work are:

1. an analysis of the career development process into its basic components,
2. a composite model of general child development drawn from several prominent sources and related closely to career development components, and
3. suggested media and sample units for school activities within each developmental stage.

The center has limited copies available for in-office work.

Results for 1971-72

To provide appropriate continuous feedback related to the planning, implementation, and effectiveness of the Career Development Program in working with short-term projects and continuing programs, a package monitoring and evaluation system was developed. The system specifically examined experiences presented to students. Such experiences consisted of field trips, guest speakers, career units, demonstrations, and utilization of media.

Initially, planning was emphasized and eight general planning areas were defined:

1. description of products or services and how they are produced or rendered
2. job classifications
3. working conditions
4. personal rewards
5. qualifications for employment
6. personal interaction with workers or visitors
7. experimentation with equipment or process
8. demonstration of product or service

For each of the general planning areas, the specific content of experiences and comments concerning expected outcomes were defined. For planning, it was suggested, if possible, that the teacher, the provider of information, and the Career Development Program person discuss the areas defined and decide what would be covered during the career development experience.

A third section of the report focused on preliminary and follow-up activities which the classroom teacher might incorporate into the programs. These ideas would be discussed between the teacher and the Career Development personnel and communicated to the provider of information.

Following the career experience, the Career Development representative and the classroom teacher would complete the monitoring section opposite the planned input. The monitoring based upon planned input was then judged, and markings were made into one of three areas: did not meet expectations, partially met expectations, or expectations were met.

After monitoring was completed, the Career Development representative and the classroom teacher would then meet to plan evaluation activities and use of specific instruments. These instruments would include one or more of the following:

1. Documentation of the "Basis for Evaluation" judgments on the Cognitive Instrument (kindergarten through fifth grade).
2. Specification of individual or class evaluation on the Cognitive Instrument (kindergarten through fifth grace).
3. Completion of the affective instrument (kindergarten through fifth grade).
4. Completion of the affective instrument (sixth through twelfth grades).

Figure 5 presents the system schematic.

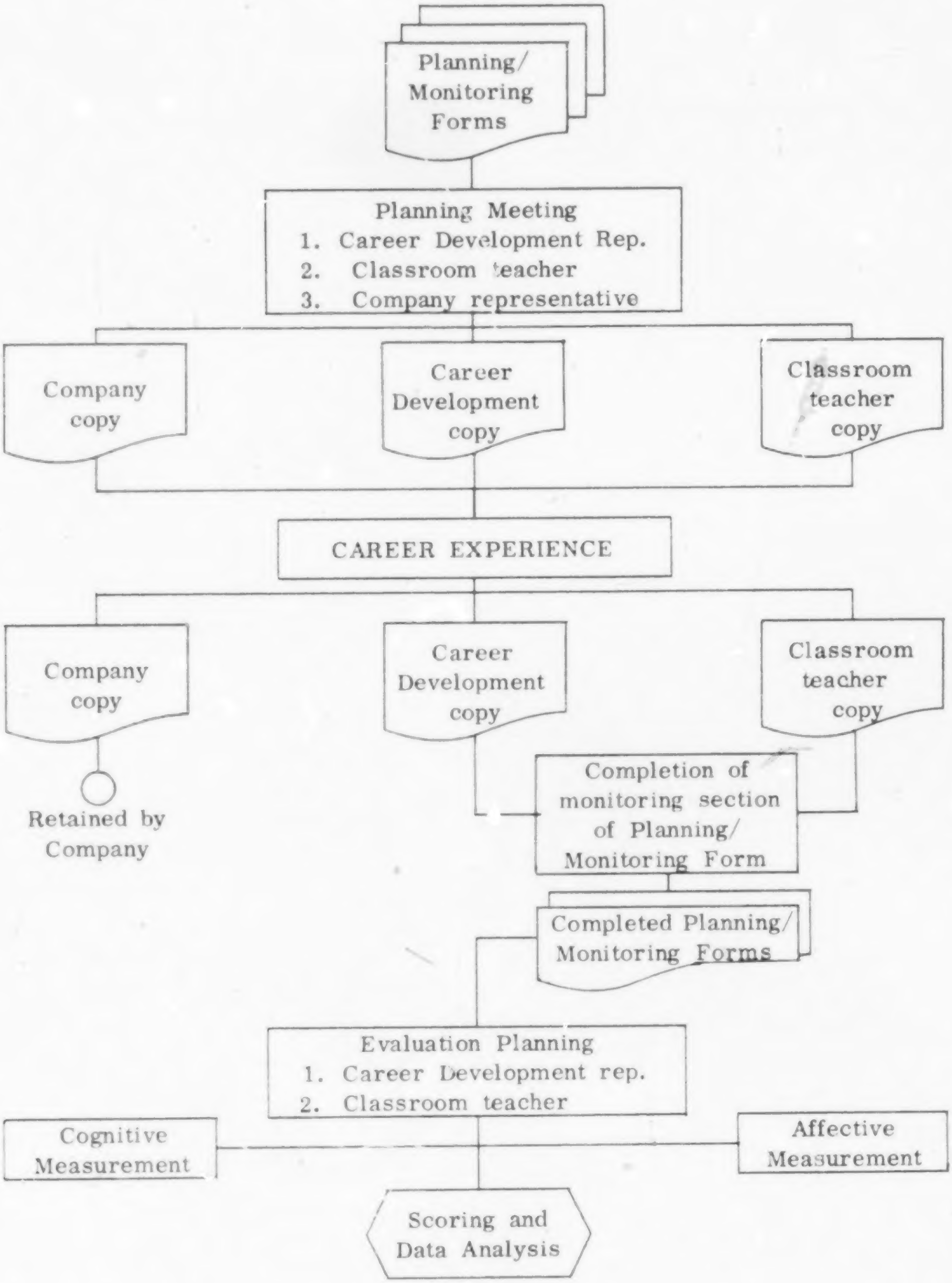
Planning/ Monitoring Forms
Planning Meeting
1. Career Development Rep.
2. Classroom teacher
3. Company representative
Company copy
Career Development copy
Classroom teacher copy
CAREER EXPERIENCE
Company copy
Career Development copy
Classroom teacher copy
Retained by Company
Completion of monitoring section of Planning/ Monitoring Form
Completed Planning/ Monitoring Forms
Evaluation Planning
1. Career Development rep.
2. Classroom teacher
Cognitive Measurement
Affective Measurement
Scoring and Data Analysis

FIGURE 5

SYSTEM SCHEMATIC

The use of the system was not incorporated into the monitoring of a large percentage of the program activities. This was especially true for the elementary activities where only a very few monitoring forms were completed. Problems arose because of the time involved in coordinating the use and the limited amount of training provided in the actual use of the instrument.

It was noted from the teacher input form that the communication and planning proposed by the implementation of the Planning, Monitoring, Evaluation Instrument were valid. Nearly all of the suggestions and recommendations completed on the career development evaluation forms could have been made prior to the activity. The planning concept is valid and the staff will need to make decisions regarding the worth of the time needed to complete the planning document versus implementation of many activities without planning input from all parties involved. Cognitive and affective data were collected on a much greater percentage of cases.

A summary of the monitoring forms completed is presented in Table 4.

TABLE 4

SUMMARY OF MONITORING FORMS
1971-72

Activities	Grade level	Planned	Preliminary not met	Activities partially met	Met
Medical Technician (visit)	4	4	0	0	0
Pharm. Technician (visit)	4	8	0	0	8
Animals--Speaking on Dog Obedience	1	3	0	0	3
EC Design (cabinet makers)	0	11	3	3	5
Mack Wayne Plastic Plant (visit)	-	15	0	3	12
EKG Technician (speaking)	7	16	0	0	16
Howard Johnson's kitchen	7	1	0	1	0
Howard Johnson's kitchen	7	1	0	0	1
Meat Packing Plant (visit)	7	13	5	4	4
New Jersey Bell Telephone (visit)	8	22	6	13	3
Social Worker (speaking)	8	19	0	2	17
Medical Doctor (speaking)	10	20	20	0	0
Joe De Falco	10-12	15	1	0	14
Physicians Club (visit)	10-12	16	-	-	-
Physicians Club (visit)	10-12	21	5	0	16
Mrs. Ellis	11	9	1	3	5
James Payne	11	16	3	0	13
Bloomingdale's (speaking)	11	17	-	-	-
Cooking (speaking)	11	8	-	-	-
Nabisco R & D (speaking)	11	21	0	4	17
Nabisco (speaking)	11	20	0	0	20
P. Kraus (U.N.)	11-12	21	4	1	16
Custom Communications (video tape)	11-12	20	1	1	18
Bloomingdale's Fashion Manager (speaking)	11-12	17	0	5	12
Bloomingdale's Fashion Manager (visit)	11-12	13	-	-	-
TOTAL		347	49	40	204

Results for 1972-73

There was a continued effort to provide appropriate feedback related to the planning, implementation, and effectiveness of the Career Development Program in working with short-term projects and continuing programs. This effort involved the continued use of the package monitoring and evaluation system described in earlier sections of this report. The types of experiences assessed through use of this system during the 1972-73 program year were field trips, guest speakers, career units, demonstrations, and utilization of media.

A summary of the monitoring forms completed during 1972-73 is presented in Table 5.

TABLE 5

SUMMARY OF MONITORING FORMS

1972-73

Activities	Grade level	Planned	Preliminary not met	Activities partially met	Met
People's Trust Bank (speaker)	Pre-K	11	0	0	11
Dunkin' Donuts (visit)	Pre-K	20	1	6	6
Dental Students (role-playing)	Pre-K	9	0	1	5
Hospital (visit)	Pre-K	18	0	3	8
Nurses (speaker)	Pre-K	31	0	2	15
Pet Care - Cats (speaker)	K-1	7	2	2	14
Dog and Cat Hospital (visit)	1	15	2	1	17
Arts and Crafts	1	24	0	3	16
A & D Meat Market (visit)	1	13	0	0	13
Post Office (visit)	1	12	0	0	12
Dairy Products (preparation)	1	24	0	0	11
Cheese Factory and Dairy (visit)	1	17	1	6	4
Bergen County Extension Office (speaker)	2	10	10	12	3
Hudson River-East Blvd. (visit)	2	15	0	0	11
Mrs. Rosenbauer, R.N. (speaker)	2	7	0	0	20
SA Films (speaker)	3	25	0	0	25
Water Company (visit)	3	12	8	7	9
Bell Telephone Company (visit)	3	14	3	12	9
Bird Feeders and Houses	3-5	10	0	0	8
Jewelry (enamelling and design)	4	16	0	0	8
Newspaper (speaker and film)	4	12	0	2	7
Newspaper Printing	4	8	0	2	0
The Record	4	15	1	5	10
Dietician-Nutritionist (speaker)	4	16	0	3	11

TABLE 5 (continued)

SUMMARY OF MONITORING FORMS

1972-73

Activities	Grade level	Planned	Preliminary not met	Activities partially met	Met
Photography Workshop	5	22	0	1	7
Developing (film and prints)	5	16	0	1	7
Business Operation (button-making)	5	26	0	2	12
Business Operation (button machine factory)	5	20	0	2	8
United Nations (visit)	5	12	0	9	10
EKG Demonstration	5	5	0	0	19
The Record (visit)	6	6	0	0	9
Sterling Forest (visit)	6	2	9	2	3
Sewing	6	8	0	0	11
Stock Market (film and speaker)	6	3	0	0	4
Marriott Motel (visit)	7	4	0	7	10
NBC Studios (visit)	7	6	0	8	9
D'Angelo's Farms (visit)	7	10	0	2	17
Grand Union Supermarket (visit)	7	2	0	14	3
Animal Hospital (visit)	7	4	0	1	13
Stanley Blackman Laboratory (visit)	7	2	0	4	13
Hospital Laboratory (visit)	7	2	0	2	12
Holy Name Hospital (visit)	7	5	0	0	14
NBC Studios (visit)	7	2	0	13	5
The Record (visit)	8	5	0	0	14
Post Office (speaker and film)	8	-	0	0	17
Film - Newspaper Careers	8	-	0	7	4
Teterboro Airport (visit)	8	4	0	0	12
NBC Studios (visit)	8	1	0	0	14

TABLE 5 (continued)

SUMMARY OF MONITORING FORMS

1972-73

Activities	Grade level	Planned	Preliminary not met	Activities partially met	Met
Newark Airport (visit)	8	5	0	3	1
Post Office (visit)	8	-	0	3	1
Bloomingdale's Dept. Store (visit)	8	6	2	23	0
The Record (visit)	8	5	0	11	12
"People Who Help Others" (film)	9	14	0	6	11
Radio and Television (film)	9	-	9	7	8
Puppets (film)	9	1	0	6	10
"People Who Help Others" (film)	9	18	0	9	10
Television Production	9	22	0	0	22
FDA (speaker)	10	19	0	0	19
United Nations (speaker)	10	21	0	0	21
The Record (visit)	10	20	0	0	20
Heart Surgeon	10	18	0	0	18
Nabisco Research and Development (visit)	10	21	0	0	21
Metropolitan Pathology (visit)	10	20	0	0	20
Master Chef (speaker)	10	14	0	0	14
Newspapers (film)	11	13	0	0	13
United Airlines Flight Kitchens (visit)	11	19	0	0	19
Kessler Institute (visit)	11	21	0	0	9
Film Maker	11	21	0	0	21
Bridal Shop (visit)	11	40	0	0	20
Faberge (visit)	11	20	0	0	22
Sales (film)	12	15	0	0	16
"Your Job - Applying For It"	12	16	0	0	16

TABLE 5 (continued)

SUMMARY OF MONITORING FORMS

1972-73

Activities	Grade level	Planned	Preliminary not met	Activities partially met	Met
Slides - Title Searcher	12	21	1	0	20
Banking (speaker)	12	18	0	0	18
Tellefsen and Mader	12	18	0	0	18
Textiles (film)	12	17	0	0	17
Willow Run (visit)	Spec. Ed.	18	0	0	15
TOTAL		989	55	215	945

Of the planned activities, 59 percent were judged as completely met, 12 percent were judged as partially met, 14 percent were judged as not being met, and in 15 percent of the cases, monitoring activities were planned but not completed. It is also noted that nearly five hundred activities were completed during the year and approximately 10 percent were accompanied by monitoring information.

Objective #5

To make career development activities applicable to every student category including all special needs groups.

Results for 1970-71

The following documentation indicates the extent of career development services offered to special needs groups in 1970-71:

1. Trainable classes

   Eight students at the elementary level engaged in a project assembling and painting lamp kits.

2. Educable Classes (elementary)

   Eleven first and second grade students engaged in a sewing project involving field trips, demonstrations, and "hands-on" experience.

3. Deaf Program Classes

   Seventeen first and second grade students studied school system workers through a synchronized slide-sound show and visits to work sites.

4. Immature, Emotionally Disturbed Classes

   Thirty-one first grade students studied careers in animal care through classroom demonstrations by professionals and a visit to a pet shop.

   Thirteen first grade students visited a wig salon for demonstrations and "hands-on" experience in care of wigs.

   Thirteen first grade students studied careers as community helpers through a guided bus tour of the city.

Twelve second grade students engaged in a unit in baking using a portable oven purchased for their classroom.

Fifteen third grade students studied occupations of Indian origin involving a visit to a furrier and work in leathercraft.

5. School Adjustment Program

Thirteen third grade students toured the local hospital and visited a dental clinic to study health occupations.

Six eighth grade students toured an automotive assembly plant.

6. Educable Classes (high School)

Two groups of educable students each engaged in two work experience projects. The first project involved sorting, assembling, and packaging rubber washers for marketing. The second involved assembling radios from kits.

Results for 1971-72

Career development activities for special needs groups followed the same implementation procedures as for students in the regular school programs. Special groups eligible for participation in these activities included:

1. trainable classes
2. educable classes (elementary)
3. deaf program classes
4. immature, emotionally disturbed classes
5. students in the social adjustment program classes
6. educable classes at the high school

All activities have been documented for the special education classes at Jackson Avenue and at the senior high school levels.

Results for 1972-73

Career development activities during this period represented a continuation of implementation procedures adopted during the 1971-72 project year. The same special groups were identified as eligible for participation.

Documentation for these activities is entered under the special education classes at Jackson Avenue and at the senior high school levels.

Objective #6

To provide students with a broad and accurate knowledge of occupations and career opportunities.

Results for 1970-71

No formal assessment of objective #6 was conducted in 1970-71. This was the initial year of program operation and, although cognitive instruments were planned and developed, measurement procedures were not implemented during the funding period.

Results for 1971-72

Five cognitive performance objectives were developed for kindergarten through fifth grade; one cognitive objective was developed for sixth through twelfth grades. The specific objectives are listed below. Scores were compiled according to the scoring and data analysis guidelines and recorded for each set of data. The complete set is recorded in Table 6 by activity and grade level.

Cognitive Performance Objectives

1. During the 1971-72 program year, students (kindergarten through fifth grade) participating in the Career Development program will demonstrate knowledge (with a proficiency greater than or equal to 80 percent) of product or service as measured by the teacher evaluation form, item one.
2. During the 1971-72 program year, students (kindergarten through fifth grade) participating in the Career Development program will demonstrate knowledge (with a proficiency greater than or equal to 80 percent) of steps (process) as measured by the teacher evaluation form, item two.
3. During the 1971-72 program year, students (kindergarten through fifth grade) participating in the Career Development program will demonstrate knowledge (with a proficiency greater than or equal to 80 percent) of use of product/service as measured by the teacher evaluation form, item three.

4. During the 1971-72 program year, students (kindergarten through fifth grade) participating in the Career Development program will demonstrate knowledge (with a proficiency greater than or equal to 80 percent) of physical working conditions as measured by the teacher evaluation form, item four.

5. During the 1971-72 program year, students (kindergarten through fifth grade) participating in the Career Development program will demonstrate knowledge (with a proficiency greater than or equal to 80 percent) of types of tasks as measured by the teacher evaluation form, item five.

6. During the 1971-72 program year, students (sixth through twelfth grades) participating in the Career Development program will demonstrate knowledge (with a proficiency greater than or equal to 50 percent) of applicable content as measured by a career experience questionnaire.

TABLE 6

COGNITIVE SCORES BY ACTIVITY AND GRADE LEVEL
1971-72

Activity	Grade level	Average percentage average
Visitation	Special Education L. E.	100
Speaking	Special Education L. E.	100
Visitation	Pre-kindergarten	100
Visitation	Pre-kindergarten	100
Speaking	First	75
Visitation	First	75
Speaking	First	80
Visitation	First	100
Speaking	First	100
Speaking	First	100
Speaking	First	100
Speaking	First	100
Speaking	First	100
Speaking	Second	100
Speaking	Second	60
Visitation	Second	100
Visitation	Second	100
Visitation	Second	80
Visitation	Second	100
Visitation	Second	100
Speaking	Second	100
Visitation	Second	100
Visitation	Second	100
Visitation	Second	67
Speaking	Second	100
Speaking	Second	60
Speaking	Third	100
Speaking	Third	100
Visitation	Third	100
Visitation	Fourth	100
Speaking	Fourth	100
Speaking	Fourth	100
Speaking	Fourth	100
Visitation	Fourth	100
Speaking	Fourth	80
Speaking	Fourth	75
Speaking	Fourth	100

TABLE 6 (continued)

COGNITIVE SCORES BY ACTIVITY AND GRADE LEVEL
1971-72

Activity	Grade level	Average percentage correct
Speaking	Fourth	50
Visitation	Fourth	100
Speaking	Fourth	100
Visitation	Fourth and Fifth	100
Visitation	Fourth and Fifth	100
Speaking	Fourth and Fifth	100
Visitation	Fourth and Fifth	100
Visitation	Fourth and Fifth	100
Visitation	Fourth and Fifth	100
Visitation	Fourth and Fifth	100
Speaking	Fifth	80
Speaking	Fifth	100
Visitation	Fifth	100
Visitation	Sixth	100
Visitation	Sixth	96
Speaking	Sixth, Seventh, Eighth	100
Speaking	Sixth, Seventh, Eighth	100
Visitation	Seventh and Eighth	100
Speaking	Seventh and Eighth	95
Visitation	Unknown	78
Visitation	Unknown	78
Visitation	Sixth	95
Speaking	Seventh	94
Visitation	Eighth	80
Speaking	Eighth	74
Speaking	Tenth	88
Speaking	Tenth, Eleventh, Twelfth	90
Visitation	Tenth, Eleventh, Twelfth	88
Visitation	Tenth, Eleventh, Twelfth	97
Speaking	Eleventh	50
Speaking	Eleventh	50
Speaking	Eleventh	53
Speaking	Eleventh	60

TABLE 7

COGNITIVE SCORES BY ACTIVITY AND GRADE LEVEL 1972-73

Activity	Grade level	Average percentage correct
Visitation	Special Education	80
Speaking	Pre-Kindergarten	40
Role Playing	Pre-Kindergarten	100
Speaking	Pre-Kindergarten	60
Visitation	Pre-Kindergarten	100
Speaking	Pre-Kindergarten	60
Speaking	Pre-Kindergarten	100
Speaking	Pre-Kindergarten	100
Speaking	Pre-Kindergarten	100
Speaking	Pre-Kindergarten, Kindergarten	100
Speaking	Kindergarten	100
Role Playing	Kindergarten	100
Visitation	Kindergarten	67
Speaking	Kindergarten	80
Speaking	Kindergarten	80
Speaking	Kindergarten	75
Speaking	Kindergarten	100
Speaking	Kindergarten	100
Speaking	First	100
Speaking	First	100
Speaking	First	80
Visitation	First	100
Visitation	First	100
Speaking	First	100
Hands-On	First	100
Hands-On	First	100
Hands-On	First	100
Hands-On	First	80
Hands-On	First	100
Speaking	First	100
Visitation	First	100
Visitation	First	100
Hands-On	First	100
Hands-On	First	100

TABLE 7 (continued)

COGNITIVE SCORES BY ACTIVITY AND GRADE LEVEL 1972-73

Activity	Grade level	Average percentage correct
Visitation	Second	100
Speaking	Second	100
Speaking	Second	100
Speaking	Second	100
Visitation	Second	100
Visitation	Second	50
Visitation	Second	60
Speaking	Second	100
Speaking	Second	100
Demonstration	Second	75
Visitation	Third	100
Visitation	Third	100
Speaking	Third, Fourth, Fifth	100
Hands-On	Third, Fourth, Fifth	100
Hands-On	Fourth	100
Hands-On	Fourth	100
Speaking	Fourth	75
Speaking	Fourth	100
Speaking	Fourth	80
Visitation	Fourth	100
Speaking	Fourth	80
Speaking	Fourth	75
Speaking	Fourth	100
Speaking	Fourth	80
Speaking	Fourth	80
Speaking	Fourth	100
Demonstration	Fourth	80
Visitation	Fourth	100
Media	Fourth	100
Speaking	Fourth	80
Demonstration	Fourth	100
Visitation	Fourth	100
Visitation	Fourth	100
Visitation	Fourth	100
Visitation	Fourth	100

TABLE 7 (continued)

COGNITIVE SCORES BY ACTIVITY AND GRADE LEVEL
1972-73

Activity	Grade level	Average percentage correct
Hands-On	Fifth	100
Hands-On	Fifth	100
Speaking	Fifth	100
Speaking	Fifth	100
Visitation	Fifth	100
Demonstration	Fifth	100
Visitation	Sixth	80
Visitation	Sixth	100
Visitation	Sixth	75
Hands-On	Sixth	100
Visitation	Eighth	100

The data indicate that the majority of the scores were at or above 80 percent correct. These data reflect primarily elementary scores and indicate that the objective was attained at the indicated proficiency level (80 percent) for elementary students. Only a limited number of scores were available at the middle and high school level. For this reason no report of cognitive scores is made for these levels. Extensive data were recorded for the affective dimension at the middle and high school levels and these scores are reported in the report of results for objective #7.

Objective #7

> To increase students' awareness of themselves, their interests, and aptitudes relative to work.

Results for 1970-71

No formal assessment of objective #7 was conducted in 1970-71. This was the initial year of program operation and, although affective instruments were planned and developed, measurement procedures were not implemented during the funding period.

Results for 1971-72

The performance objective as stated in the career experience planning, monitoring, and evaluation system was:

> During the 1971-72 program year, students participating in the Career Development Program will respond positively (with a proficiency greater than or equal to 80 percent) toward the career experiences as measured by the student affective instrument.

Table 8 presents, by activity, and grade level, the scores of the students who were assessed by this instrument.

TABLE 8

AFFECTIVE SCORES BY ACTIVITY AND GRADE LEVEL 1971-72

Activity	Grade level	Average percentage correct
Speaking	Kindergarten	82
Speaking	Kindergarten	92
Visitation	First	90
Visitation	First	88
Visitation	First	88
Speaking	First	89
Speaking	First	85
Speaking	First	93
Speaking	First	91
Speaking	First	91
Speaking	First	84
Speaking	First	85
Speaking	First	87
Speaking	First	92
Visitation	Second	77
Visitation	Second	74
Visitation	Second	84
Visitation	Second	76
Visitation	Second	94
Speaking	Second	91
Visitation	Second	85
Visitation	Second	81
Visitation	Second	68
Speaking	Second	96
Speaking	Second	97

TABLE 8 (continued)

AFFECTIVE SCORES BY ACTIVITY AND GRADE LEVEL
1971-72

Activity	Grade level	Average percentage correct
Project	Third	41
Visitation	Third	90
Speaking	Fourth	56
Speaking	Fourth	97
Speaking	Fourth	94
Speaking	Fourth	83
Visitation	Fourth	68
Visitation	Fourth	75
Speaking	Fourth	89
Speaking	Fourth	70
Speaking	Fourth	95
Speaking	Fourth	77
Visitation	Fourth	83
Speaking	Fourth	86
Visitation	Fourth, Fifth	87
Speaking	Fifth	88
Visitation	Fifth	89
Visitation	Unknown	72
Visitation	Unknown	92
Speaking	Unknown	92
Visitation	Sixth	77
Speaking	Seventh	81
Visitation	Seventh	49
Visitation	Seventh	72
Visitation	Seventh	74
Visitation	Eighth	49
Speaking	Eighth	82
Speaking	Eighth	81
Speaking	Tenth	84
Speaking	Tenth through twelfth	75
Visitation	Tenth through twelfth	86

TABLE 8 (continued)

AFFECTIVE SCORES BY ACTIVITY AND GRADE LEVEL
1971-72

Activity	Grade level	Average percentage correct
Speaking	Eleventh	78
Speaking	Eleventh	86
Speaking	Eleventh	85
Speaking	Eleventh	62
Speaking	Eleventh	89
Speaking	Eleventh	82
Speaking	Eleventh, Twelfth	73
Visitation	Eleventh, Twelfth	83
Speaking	Eleventh, Twelfth	63
Visitation	Eleventh, Twelfth	68

Of the forty-two measures from the elementary schools, approximately 76 percent met the criterion of 80 percent or greater positive response. For the middle school, approximately 38 percent of the measures met the objective; while at the senior high school level, 54 percent of the measures met the 80 percent criteria established in the objective. Overall affective measures were collected on approximately 10 percent of the total career development experiences presented.

Results for 1972-73

The same performance objective as stated in the career experience planning, monitoring, and evaluation system for 1971-72 was used.

Table 9 presents, by activity and grade level, the scores of the students on the affective instrument.

TABLE 9

AFFECTIVE SCORES BY ACTIVITY AND GRADE LEVEL 1972-73

Activity	Grade level	Average percentage correct
Visitation	Special Education	98
Speaking	Kindergarten	100
Speaking	Kindergarten	99
Speaking	First	95
Speaking	First	84
Speaking	First	100
Visitation	First	95
Visitation	First	84
Speaking	First	75
Hands-On	First	88
Hands-On	First	95
Hands-On	First	84
Speaking	First	89
Hands-On	First	89
Hands-On	First	85
Visitation	First	71
Visitation	First	91
Hands-On	First	96
Visitation	First	91
Visitation	First	87
Speaking	Second	92
Speaking	Second	97
Visitation	Second	80
Speaking	Second	89
Speaking	Second	64
Visitation	Second	92
Speaking	Second	74
Speaking	Second	66
Demonstration	Second	94
Visitation	Second	86
Speaking	Third	85
Demonstration	Third	88
Visitation	Third	68
Visitation	Third	82
Speaking	Fourth	81
Speaking	Fourth	87

TABLE 9 (continued)

AFFECTIVE SCORES BY ACTIVITY AND GRADE LEVEL
1972-73

Activity	Grade level	Average percentage correct
Speaking	Fourth	93
Speaking	Fourth	92
Visitation	Fourth	96
Demonstration	Fourth	94
Speaking	Fourth	82
Speaking	Fourth	85
Speaking	Fourth	85
Visitation	Fourth	80
Visitation	Fourth	88
Media	Fourth	84
Speaking	Fourth	69
Demonstration	Fourth	58
Visitation	Fourth	81
Visitation	Fourth	88
Visitation	Fourth	85
Visitation	Fourth	60
Visitation	Fifth	91
Demonstration	Fifth	95
Hands-On	Fifth	76
Visitation	Sixth	72
Visitation	Sixth	29
Visitation	Sixth	48
Hands-On	Sixth	70
Media	Sixth	39
Visitation	Seventh	68
Visitation	Seventh	72
Visitation	Seventh	72
Visitation	Seventh	85
Visitation	Seventh	85
Visitation	Seventh	74
Visitation	Seventh	89
Visitation	Seventh	73
Visitation	Seventh	70
Visitation	Eighth	81
Visitation	Eighth	68
Visitation	Eighth	66

TABLE 9 (continued)

AFFECTIVE SCORES BY ACTIVITY AND GRADE LEVEL
1972-73

Activity	Grade level	Average percentage correct
Visitation	Eighth	66
Visitation	Eighth	76
Visitation	Eighth	67
Visitation	Eighth	64
Visitation	Eighth	76
Speaker	Eighth	80
Media	Eighth	59
Media	Ninth	69
Media	Ninth	65
Demonstration	Ninth	74
Media	Ninth	64
Media	Ninth	57
Speaking	Tenth	88
Speaking	Tenth	82
Visitation	Tenth	52
Visitation	Tenth	71
Visitation	Tenth	73
Visitation	Tenth	72
Speaking	Tenth	44
Speaking	Tenth	70
Visitation	Eleventh	68
Visitation	Eleventh	78
Visitation	Eleventh	59
Media	Eleventh	50
Visitation	Eleventh	62
Visitation	Eleventh	71
Speaking	Eleventh	72
Speaking	Twelfth	54
Media	Twelfth	61
Media	Twelfth	43
Media	Twelfth	53
Visitation	Twelfth	68
Media	Twelfth	57

Of the fifty-five measures from the elementary schools, approximately 82 percent met the criterion of 80 percent or greater positive response. For the middle school, approximately 21 percent of the measures met the objective. At the senior high school level, 8 percent of the measures met the 80 percent criterion. Overall, affective measures were collected on approximately 15 percent of the total career development experiences provided.

Objective #8

> To help students in developing decision-making skills necessary for a sound vocational choice.

Results for 1970-71

Students were provided with information through two major procedures: continuing programs and intra-curricular activities. Information related to continuing programs has been documented under objective #2 and intra-curricular activities have been documented under objective #1.

Results for 1971-72

The purpose of the continuing programs and intra-curricular activities was to provide experiences in which elementary students could participate in a period of exploration and self-discovery. The middle school program involved exploration on a more sophisticated level leading to greater specificity of goals based upon expanded knowledge of individual skill potential and greater self-awareness. The high school activities then involved the study, evaluation, and in-depth testing of tentative choices and expanded development of specific job skills in preparation for employment and/or continuing education.

Although developing decision-making skills is an important sequential concept, the importance at the high school level is noted. In planning the intra-curricular activities, the Hackensack staff attempted to incorporate this concept at all levels.

After completing the programs, the Career Development staff rated each activity in terms of whether or not the activity would assist in decision-making related to sound vocational choices.

Of the activities reviewed (middle school and high school programs), approximately 98 percent of the activities were rated as providing information for decision-making toward a sound vocational choice.

Asterisks corresponding to the activities for the middle and high school indicate activities related to decision-making.

Activities related to objective #3 also contributed to decision-making. It is noted that the evaluation forms for this activity specifically focused upon the value toward decision-making (see item #3, Appendix H).

Results for 1972-73

The emphasis on the development of decision-making was initially recognized and documented during 1970-71. During 1971-72, this emphasis was designed more completely and activities were judged relative to their impact on decision-making development. This commitment to decision-making was continued during 1972-73. The staff attempted to incorporate this concept at all levels. At the end of the 1972-73 program year, the staff reviewed the activities at the middle and high school levels. Of the activities reviewed, the staff expressed the judgment that nearly all of them provided some form of information useful for decision-making toward a sound vocational choice.

Objective #9

> To influence teachers to think of career development activities as a necessary part of all course content.

The guidelines for involving school personnel in the program exist as verbal principles that have been followed. These guidelines are:

1. In the work with classroom teachers, the project personnel try to maintain enabling or facilitating roles rather than replacing the teacher in the classroom for the duration of the project. In keeping with this philosophy, the project tries to engage the teacher in mutual planning of the project and to encourage him to take as active a part as possible through all stages--planning, conducting, and follow-up evaluation.

2. For instigating projects in the schools, the project tries to motivate teachers and administrators to see the value of career development education so that the initial suggestion for a project will come from them and not from the project. To this end, the project initiates a series of presentations early in the school year to groups of teachers from all schools, levels, and departments explaining the function of the Center, the importance of career development education, and the specific ways in which the project could help them provide a vocational tinge to their classroom work. Request forms were distributed, filled out, and returned for any project teachers might wish to try. Through the newsletter, all school personnel were made aware of the types of things that could and were being done around the school system relative to career education. Exemplary projects such as the Colonial Crafts unit also served as concrete examples of career development activities and motivated teachers to consider such activities for their own classes. Many such projects were documented on video tape and other media for wider dissemination among school personnel.

3. As to the choice of subject or content for school projects, the project tried to encourage classroom teachers to see career development activities not as unrelated or isolated facets of curriculum, but rather as growing out of the on-going instruction. In this way, it was planned that such activities would become an integral part of the school curriculum at all levels.

Results for 1970-71

A number of people from various facets of vocational education were involved in the program. The guideline for such involvement was to engage their services for specific projects where they were needed. In 1970-71 this involvement took the following forms:

1. Several industrial arts teachers from the high school have trained teachers of the Technology for Children Program in the use of tools, etc.

2. Several industrial arts and home economics teachers from the high school have taught courses in the Evening Adult Vocational Program sponsored by the Center.

3. Guidance and administrative personnel from the local vocational high school have worked with the Center in planning and conducting programs involving the use of their facilities and staff.

Results for 1971-72

Appendix G presents the complete scope of Intra-Curricular Career Development activities presented during the 1971-72 school year.

For the elementary grades, the basic data presented have been related to the career areas associated with a wide variety of product and service-related activities. Table 10 presents the number of experiences associated with each career area by grade level.

TABLE 10

ELEMENTARY CAREER EXPERIENCES BY GRADE LEVEL
1971-72

Grade level	Number of career experiences	Number of students*
Pre-Kindergarten	12	120
Kindergarten	18	250
First	53	1,050
Second	39	800
Third	51	1,100
Fourth	38	950
Fifth	51	1,200
Total	262	5,470

*approximate

Career experiences related to the middle and senior high school students have been summarized by department within each school unit. This information is presented in Table 11.

TABLE 11

MIDDLE AND SENIOR HIGH SCHOOL CAREER EXPERIENCES BY DEPARTMENT
1971-72

	Total number of career experiences	Number of students*
Middle School		
Art	1	10
English	7	250
Home Economics	1	175
Industrial Arts	4	80
Science	12	415
Social Studies	14	535
Senior High School		
Art	2	20
Business Education	12	305
English	16	400
Business Education	2	45
Foreign Language	8	475
Home Economics	8	125
Industrial Arts	6	185
Mathematics	6	120
Music	1	12
Physical Education	3	160
Science	13	240
Social Studies	9	160
Special Education	2	15

*approximate

In addition to involvement through intra-curricular activities, the Career Experience Planning/Monitoring Form (see Appendix C) provided teacher input into three areas: planning, monitoring, and evaluation. These responsibilities were documented in the following three process objectives.

Process Objective #1 (Planning)

> Prior to the career experience, a Career Development representative, the classroom teacher, and a representative of the company or organization will complete the planning section of a Career Experience Planning/Monitoring Form as follows:

1. Indicate the type and nature of the career experience on the top of the Career Experience Planning/Monitoring Form.
2. Indicate by checking in the designated spaces which items do not apply to the particular career experience.
3. For applicable items, a short statement of planned content and expected student behavioral outcomes should be noted.

   Example: Field Trip to Fire Station
   Nature of Product/Service: Services include (a) fire protection, (b) rescue operations. Students should know both services.
4. For applicable items, checkmarks should be made in designated columns to indicate those items for which preliminary activities are planned, and those items for which follow-up activities are planned.

Process Objective #2 (Monitoring)

Following the career experience, the Career Development representative and the classroom teacher will complete the monitoring section of the Career Experience Planning/Monitoring Form, indicating in the space provided for each applicable item the extent to which the career experience met expectations.

Process Objective #3 (Evaluation)

After monitoring has been completed, the Career Development representative and the classroom teacher will meet to plan evaluation activities and use of specific instruments as evidenced by:

1. documentation of the "Basis for Evaluation" judgments on the Cognitive Instrument (grades kindergarten through five).
2. specification of individual or class evaluation on the Cognitive Instrument (grades kindergarten through five).
3. completion of the Affective Instrument (grades kindergarten through five).
4. completion of keys for the Cognitive Instrument (grades six through twelve).

5. use of the Affective Instrument (grades six through twelve).

As documented under objective #6, the Planning, Monitoring, Evaluation Form was completed for approximately 10 percent of the career activities. It is also noted that the majority of the forms completed were completed for the middle and senior high schools. A second evaluation procedure was used for follow-up on the elementary level.

A review of the suggestions and recommendations from the evaluation forms revealed that the teachers did have many valid points to make. Further study of these recommendations and suggestions indicated that many of the comments documented by the teachers would have been useful for planning the career experience activities.

For the elementary grades, the basic data presented have been related to the career areas associated with a wide variety of product and service-related activities. Table 12 presents the number of experiences associated with each career area by grade level.

TABLE 12

ELEMENTARY CAREER EXPERIENCES BY GRADE LEVEL
1972-73

Grade level	Number of career experiences	Number of students*
Kindergarten	2	40
First	18	340
Second	10	180
Third	3	70
Fourth	18	490
Fifth	3	90
Total	54	1,210

*approximate

Career experiences related to the middle and senior high school students have been summarized by department within each school unity. This information is presented in Table 13.

TABLE 13

MIDDLE AND SENIOR HIGH SCHOOL CAREER EXPERIENCES BY DEPARTMENT 1972-73

	Total number of career experiences	Number of students*
Middle School		
Art	3	50
Business Education	4	50
Home Economics	3	50
Science	7	120
Social Studies	8	140
Senior High School		
Art	2	30
Business Education	9	130
Home Economics	3	30
Industrial Arts	1	10
Music	1	6
Science	4	40
Social Studies	7	120

*approximate

Results for 1972-73

Teachers were directly involved in career development both through intra-curricular career development activities and through involvement with planning, monitoring, and evaluation. The latter reflects about 15 percent of the activities as documented by the summary of monitoring forms completed for activities during 1972-73.

Objective #10

To provide opportunities for job placement for eligible students in the Hackensack Public Schools.

Results for 1970-71

Toward the goal of 100 percent commitment to placement, the Job Placement Office engaged in the following activities:

1. Addressed service clubs, civic and church groups, and similar organizations informing them of the career development program and its purpose.
2. Made over one hundred visits to prospective employers for job development and information.
3. Made over five hundred telephone contacts with business and industry for job development and information.
4. Enlisted the cooperation of the New Jersey Employment Service and the New Jersey State Rehabilitation Bureau in giving tests, employment counseling, and job placement to dropouts, graduates, and current students.
5. In conjunction with the Hackensack Chamber of Commerce, organized a Job Fair for seniors. This involved more than twenty firms sending representatives to the high school to conduct job interviews.
6. Worked cooperatively with the local Manpower Training Center to organize an intensive training program for high school seniors.
7. Attended special meetings conducted by the Vocational Division of the New Jersey State Department of Education.
8. Attended conferences at schools of higher learning.
9. Conducted groups of students on field trips to various places of employment to make them more aware of the types of work available.
10. Worked with guidance counselors and Cooperative Work Program personnel at the high school regarding employment and vocational training for students.

As a result of these efforts, over two hundred students, drop-outs, and graduates have been placed in jobs. Most of them are still employed in these positions. In addition, communications between school, community agencies and employers have been greatly increased. In general, job placement and vocational opportunities of all kinds have been given greater recognition as part of the school's function.

Results for 1971-72

The job placement component has provided a variety of activities at the senior high school level related to career information as well as providing services specifically related to entering the labor market.

Table 14 presents a detailed breakdown of the activities related to the job placement component.

TABLE 14

JOB PLACEMENT ACTIVITIES
1971-72

1971-72	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March
Number of individual counseling sessions	68	68	64	76	55	60	72
Number of group counseling sessions	6	5	5	13	13	8	7
Visits to business and industry	16	12	14	8	9	2	11
Number of students referred for employment	52	55	43	22	42	48	67
Number of students placed in employment	48	46	24	16	13	19	28
Number of students referred/placed in further education training and dropouts	1	1	1	4	3	2	9
Number of on-the-job observations	16	12	5	3	3	4	6
Meetings attended this month	4	8	5	2	10	4	15
Parents and/or teachers discussions	3	5	6	7	26	23	32
Number of adults referred to Adult Education/GED	1	1	4	3	2	1	4
Number of referrals to other agencies	2	3	4	4	6	3	9
Number of adults requesting service	3	0	0	1	7	6	8
Number of adults placed	3	0	0	1	3	6	8
Mini-Trips	1	3	1	2	1	2	3
Follow-ups on students placed	35	31	20	12	11	12	26
Number of students registered during the month	68	68	64	76	55	60	72
Number of students employed during the month	48	47	24	16	13	19	28
Number of adults employed during the month	0	0	0	1	3	1	3
Average hourly rate during the month	$1.85	$1.85	$1.85	$2.25	$3.00	$3.00	$3.00
Average hours per day during this month	5	5	5	5	5	5	5

Overall activities may be summarized in the following twelve points:

1. Made addresses to service clubs, civic groups, church groups, and related organizations informing them of the Career Development Program and its purpose.
2. Made over one hundred visits to prospective employers for job development and information.
3. Made over five hundred telephone contacts with business and industry for job development and information.
4. Enlisted the cooperation of the New Jersey Employment Service, the New Jersey State Rehabilitation Bureau, and the Manpower "Apprentice Outreach" Program in giving tests, employment counseling, and job placement to dropouts, graduates, and current students.
5. Organized a Job Fair for seniors in conjunction with the Hackensack Chamber of Commerce. This involves more than twenty firms sending representatives to the high school to conduct job interviews.
6. Conducted a follow-up of the Job Fair.
7. Organized an intensive training program for high school seniors in cooperation with the local Manpower Training Center.

   Nineteen girls participated in the dental assistant's program; eighteen boys and one girl participated in the graphic arts program; two girls participated as keypunch operators; one girl participated as a clerk-typist; one boy participated in the machine shop program; four boys participated in the welding program; and one boy participated in the sheet metal program.
8. Attended special meetings conducted by the Vocational Division of the New Jersey State Department of Education.
9. Attended conferences at schools of higher learning.
10. Conducted groups of students on field trips to various places of employment to make them more aware of the types of work available.
11. Cooperated with guidance counselors and Cooperative Work Program personnel at the high school regarding employment and vocational training for students.
12. Developed the Proprietary School Fair "Next Step"
    a. technical
    b. trade
    c. business

In addition to the extensive involvement at the senior high school level, a career development employment bureau was initiated as a special program in the fifth grade. The program description, general process objectives, and operational steps are described below.

The Fifth Grade Program

An employment bureau and the provision of opportunities for on-the-job and in-school experiences were the means for providing fifth grade students with career education on a more individualized basis. These students (trainees) reported to various specialty teachers in the school (supervisors) for training and work activities. The supervisors wrote a job description and title for each job, including the skills and job tasks to be learned, and determine the desired qualifications. The duration of the work period was initially between two and three months, with options for changing jobs or renewal at the end of that period.

Objectives

1. To provide students with particular talents and aptitudes with an opportunity to learn and perform related work tasks under the supervision of school personnel in specialty areas.
2. To familiarize students with world-of-work employment procedures such as filling out an application, using an employment bureau, going for an interview, and keeping time cards.
3. To develop a positive attitude toward punctuality, regular attendance, and assumed responsibility.

Operational Steps and Descriptions

1. Jobs posted in classified ad format on a C.D.C. bulletin board at the school.
2. Initial interview with employment counselor to determine student's interest and job possibilities. Application form filled out.
3. Referral to appropriate supervisor for interview.
4. Post-interview with employment counselor to discuss outcome of meeting with staff member and possible redirection if necessary.
5. Job descriptions posted on C.D.C. bulletin board.

6. Open to fifth grade students.
7. Duration of employment: two to three months with option for renewal at end of period.
8. Working hours: during, before, or after school, as determined by supervisor with approval of student's assigned teacher. Trainees keep time cards.
9. Supplementation: a field trip related to the job arranged for students and supervisor twice yearly (January and June).

Results for 1972-73

The job placement component has provided a variety of activities at the senior high school level related to career information as well as providing services specifically related to entering the labor market.

Table 15 presents a detailed breakdown of the activities related to the job placement component.

TABLE 15

JOB PLACEMENT ACTIVITIES
1972-73

Number of individual counseling sessions	605
Number of group counseling sessions	41
Visits to business and industry	40
Number of students referred for employment	373
Number of students referred/placed in further education/training	24

For a more detailed description of the job placement activities, the reader should refer to the description documented in the results for 1971-72. The activities described for 1971-72 represent the scope of activities for job placement during 1972-73.

Objective #11

> To provide dissemination materials regarding the exemplary aspects of the Hackensack Vocational Education Project to interested individuals and groups at the local, state, and national levels.

Objective #11 was added for the purpose of reporting dissemination activities in the final evaluation report. Although dissemination activities have occurred throughout the operation of the project, these activities reached a peak rate during the 1972-73 school year. This is justifiable in that the products of the project must be field-tested and proven to be workable prior to release for dissemination purposes. Dissemination activities have occurred in four major areas during the implementation of the project. Those areas and references to related documentation are as follows:

1. Many individuals and groups have visited the project in order to gain a greater understanding of the working and implementation of the Hackensack Career Development Program. A list of visitors is located in the quarterly project reports.
2. Many news releases, speeches to local groups, and other types of information concerning the project have been developed and disseminated during the three years of project implementation. A sample of such items is provided in Appendix I.
3. A vast amount of curriculum materials related to the continuing programs of the project have been developed, field-tested and are available for dissemination.
4. A Career Education Resources Directory has been developed by the local staff for use in the Hackensack program. Although the document related specifically to Hackensack, New Jersey, and has been distributed to local staff, the concepts employed in its development should prove to be useful to other school districts in the implementation of Career Development Programs.

Conclusions and Recommendations

The Hackensack Career Development Program has attained the objectives for the third and final program year. Since this represents the termination of the funded project effort, the evaluation has incorporated recommendations for local continuation of Career Development activities in the opening Conclusions and Recommendations section found on page 13 of this report.

APPENDICES

APPENDIX A

QUARTERLY REPORT

CAREER RESOURCE CENTER: A "PRE-K TO ADULT" MODEL FOR CAREER DEVELOPMENT

QUARTERLY REPORT

Project No.
Grant or Contract No.

Career Resource Center: A "pre-K to Adult" Model for Career Development

Exemplary Project in Vocational Education
Conducted Under
Part D of Public Law 90-576

Irving Moskowitz
Hackensack Public Schools
355 State Street
Hackensack, New Jersey 07601

1970-71
school year

~~November 1970~~

Should have been dated
September 30, 1970

Quarterly Report

Project No.
Grant or Contract No.

Career Resource Center: A "pre-K to Adult" Model for Career Development

Exemplary Project in Vocational Education
Conducted Under
Part D of Public Law 90-576

The project reported herein was performed pursuant to a with the Bureau of Adult, Vocationa, and Technical Education, Office of Education, U.S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

Irving Moskowitz

Hackensack Public Schools, 355 State Street, Hackensack, New Jersey

November 1970

PERIOD COVERED: FROM JULY TO NOVEMBER

MAJOR ACTIVITIES AND ACCOMPLISHMENTS DURING THIS PERIOD

* Summer Projects

- The summer staff of the Career Development Center developed curriculum materials directed primarily at the career decision-making process. This material includes several simulations (vocation games), a workbook providing a guided approach to making a career decision, and a series of language arts units in career development using a psycho-socio approach. One of these projects is now being implemented in several high school classrooms. Implementation is planned for the others as soon as they are printed and bound.

- The summer staff also worked on accumulating research materials of all kinds. As a result, the Center now has a sizable library of vocational books and has accumulated a wide range of pamphlets, games and curriculum materials related to career development.

* Staffing

- The Center staff, including professional, clerical and part-time personnel, has been hired and organized.

* Equipment

- The Center has been equipped with sufficient material, both hard and software, for full-scale operation into the foreseeable future. This includes audio-visual and media equipment, printing or publication resources, and a full complement of office equipment.

* Preparation for Operations-- The groundwork has been laid for commencing operations on a near full-scale basis.

- Where necessary, staff members have received in-service training preparatory to conducting special programs.
- A general staff orientation has been carried out.
- A PERT chart has been drawn up identifying specific project areas and target dates for their full implementation.
- Meetings have been conducted with school personnel at all levels to make them aware of the Center's services and to encourage them to use its resources. Follow-up meetings and individual contacts are now being planned.
- Contact has been made with local private schools inviting their participation in certain of the Center's activities.

* Advisory Council

- A local advisory council has been appointed. Its five members include representatives from the medical profession, the business community and the industrial relations field.

* Consultant

- A consultant has been appointed as one of the preliminary steps in our evaluation program. We feel fortunate to have gotten for this position not only an outstanding man in his professional field, but also one who has shown great interest in our project and enthusiasm at being a part of it. He can also assemble a team of specialists to further fulfill our needs for in-depth evaluation.

* Projects Begun -- four continuing projects are in actual operation.

- Our Job Placement Office, located in the high school, has been functioning with encouraging results despite the present slowness in the job market.

- A pilot Technology for Children program is beginning operation in one of our elementary schools. The teachers involved have received in-service training through workshops and observation of existing programs of this type.
- Suggested by the Technology for Children program, a series of "sight and sound" experiences in occupations is beginning with children in our local Program for the Hearing Impaired through one of the teachers in this program.
- A "Sheltered Workshop" project is being conducted for Special Education (educable) classes in our high school. These students are receiving "hands-on" occupational experience in their classrooms through actual work projects contracted from local business firms.

SIGNIFICANT FINDINGS AND EVENTS

* Format Flexibility

- The format of the original program allows for a wider range and variety of career development projects than we had thought.

* Teacher Reaction

- Teachers at all levels have responded to the idea of the Center and its goals more enthusiastically than might have been expected at their first exposure to it. A minimum of "selling" has had to be done.
- Secondary level teachers, who seem more academic or content oriented, will perhaps require more time to get accustomed to the idea of making career development a regular part of their course material.

PROBLEMS

* Delayed Notification

- Until a week ago, our local Board of Education had received no official notice that the grant had been awarded. This incurred a delay in beginning full-scale operations.

DISSEMINATION ACTIVITIES

* Publications

- Brochure (attached)
- Newsletter (attached)

DATA COLLECTION

- ERIC

  . We have already received the following ERIC material:

    ED 021 154
    " " 284
    " 022 219
    " 024 075
    " " 755
    " 025 784
    " 026 532
    " 031 723
    " " 755
    " 032 398
    " " 399
    " " 400
    " " 401

    ED 032 418
    " " 429
    " 034 243
    " " 246
    " " 247
    " " 875
    " " 880
    " " 881
    " " 882
    " " 884
    " " 885
    " ." 888

  . We have on order the following ERIC material:

    ED 038 704
    " 039 375
    " " 386

    ED 039 403
    " " 587
    " " 924

  (To process this ERIC material we have a 3M Executive I Reader/Printer).

PROGRESS ON EVALUATION PLANS AND PROCEDURES

- Evaluation Format

  . With the State Department co-director, we developed a general format for evaluation procedures.

OTHER ACTIVITIES

None

STAFF UTILIZATION

- Additional School/Industry Coordinators

  . We have provided for two full-time School/Industry Coordinators instead of one. Our needs called for a coordinator on both elementary and secondary levels.

- In addition, we have provided for a part-time elementary coordinator to assist our full-time person. These are key positions in our operation and seem to merit as much attention as we can give them.

FUTURE ACTIVITIES PLANNED FOR NEXT REPORTING PERIOD

* Full Implementation of Programs

  - Within the next reporting period we expect to achieve full implementation of our programs on all school levels including cooperation with local private schools.

Enclosures - 3

QUARTERLY REPORT

Project No.
Grant or Contract No.

Career Resource Center: A "pre-K to Adult" Model for Career Development

Exemplary Project in Vocational Education
Conducted Under
Part D of Public Law 90-576

Irving Moskowitz
Hackensack Public Schools
355 State Street
Hackensack, New Jersey 07601

December 31, 1970

1970-71
school year

Quarterly Report

Project No.
Grant or Contract No.

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Irving Moskowitz
Hackensack Public Schools, 355 State Street, Hackensack, New Jersey

December 31, 1970

MAJOR ACTIVITIES AND ACCOMPLISHMENTS DURING THIS PERIOD

- Continuing School Programs

. Technology for Children

For numbers see 1971 Interim Report

Several classroom activities have been initiated in this year-long program for the fourth and fifth grades in one elementary school. The most prominent is an extensive unit in photography in which the children will learn the mechanics of cameras, photography techniques, and printing and developing processes. "Hands-on" experience will be stressed throughout. A second, shorter unit in cosmetology was completed recently. It involved demonstrations and "hands-on experience" with wigs and hair dressing.

. Introduction to Vocations ~~Occupational Awareness~~ - Grade 8 40 students

A format for this year-long program was been established and certain activities have taken place. The format projects study units in five basic occupational categories - Plastic Technology, Electronics Technology, Automotive Technology, Masonry, and Rough Woodworking. Each unit will include an over-view of the occupation, classroom visits by industrial personnel, guidance sessions, one or more field trips to an occupational site, and "hands-on" experience in the job skills involved.

. Intensified Occupational Training Gr. 12 - 12 students

This is a cooperative program in conjunction with the Bergen Training Center, a federally funded program carried on at the local vocational high school. Through this program, twelfth grade students in Hackensack High School may enroll for courses in Machinist Training, Welding, Photo Offset Printing, Drafting, Sheet Metal, Clerk Typist, Keypunch and Dental Assisting. The courses will meet each day for several hours either during school hours or in the evening. If necessary, students will be given released time from the high school to attend. Conducted through our Job Placement Office, the program has attracted 24 applicants thus far.

~~. Occupational Education for Spanish Speaking Adults~~

~~The purpose of this program is to teach English language skills in areas related to the working life. The focus will be on language skills needed for industrial terminology, job interviews, reading classified ads, filling out applications etc. The course will be given evenings using the facilities of our local Adult Basic Education Program. Two teachers have been selected, one from the latter program, the other an industrial arts teacher from the high school. They are now in the process of devising curriculum materials.~~

* Short Term School Projects

. Journalism Project Gr. 11, 12 - 37 students

Working with an English teacher from the high school, Career Center personnel are video-taping a series of interviews with representatives of various journalistic careers. The interviews, most of which are being conducted at the subject's work locale, stress the nature of the work involved in publishing, editorial writing, interviewing, illustrating and reviewing, as well as career opportunities and preparation for these fields.

. Colonial Crafts Unit Gr. 2, 3 - 125 students

An extensive unit centering on a comparison of modern with Colonial occupations is in progress with five second and third grade classes at one of our elementary schools. The unit will engage students in research, instruction, demonstrations and "hands-on" experience with Colonial crafts, including candlemaking, weaving, cooking and baking, sewing, and carpentry. The inaugural activity was a recent trip to Phillipsburg Manor, a Colonial restoration in New York State.

. Advertising Careers Units Gr. 9 - 30 students

Working with an English teacher in the high school, Career Center personnel made a video tape in a local advertising agency documenting many phases of advertising job categories and career opportunities in the field. To make this a graphic presentation, agency personnel actually processed an ad that the students had devised as part of their classroom unit.

Gr. 12 - 25 students

Another project in advertising was carried out by the Senior Distributive Education class in the high school. In this case, the students wrote and video-taped a TV commercial with our technical assistance as part of a classroom study in advertising careers. Our School-Industry Coordinator also presented a background lecture in advertising job categories and opportunities in the field.

. Field Trip Gr. 11, 12 - 11 students

A group of eleven girls from commercial classes in the high school visited a nearby Volkswagen plant. They were shown a short film on the Volkswagen Corporation and given a guided tour of the entire plant. On the tour, they took photographs of significant work scenes for a slide show on occupations.

. Demonstration

Gr. 4, 5 - 50 students

Fourth and fifth grade students in one of our elementary grades were given a demonstration of an electrocardiogram by the EKG Supervisor of a nearby hospital. An EKG was performed on one of the boys in the group with accompanying explanation of the process. Afterwards, the students were allowed to use the equipment and were given charts illustrating EKG graphs for various diseases.

. Film

Gr. 9-12 - 45 students

A 27-minute film, A Matter of Opportunity, highlighting the need for career workers in the medical field was shown to a group of high school students. After the film, the Personnel Director of Hackensack Hospital answered questions about careers in medicine.

- Community Projects

  . Career Clubs 10 + 11 gr. clubs

  Career Clubs are being organized through five local churches. One of these has already begun activities with 22 members. The first of these was a demonstration of fire fighting by a local engine company and a talk by a fire lieutenant. The other four clubs are in the organizational stage.

- Administrative Activities

  . Advisory Council Meeting

  The first meeting of our full Advisory Council was held last month to familiarize this group with our program and their prospective role in it. After a general orientation, the members were shown our facilities and given demonstrations of our media and other equipment which included several media presentations of past projects.

SIGNIFICANT FINDINGS AND EVENTS

- Community Response

  . Thus far the response of business and community people to our program has been quite favorable. Our Career Clubs have received excellent support by local church administrators for their founding.

  . A number of business concerns have volunteered donations of equipment and material for our school projects. These include a dental chair, beautician's equipment, textile material, cotton batting, leather and yarn.

- Schedule

  . In at least two of our programs, the establishment of Career Clubs and parochial school involvement, we are ahead of our Pert chart schedule.

- Curriculum

  - We are finding it easier than expected to relate career development material to certain subject areas where some difficulty was anticipated. This is particularly true of English and social studies which at first do not appear to lend themselves to occupational material. The success thus far of our Colonial Crafts unit is a good indication of career development possibilities in the social studies curriculum.

PROBLEMS

- Teacher Education

  - In a minority of cases, we have experienced difficulty in getting teachers to comprehend the nature and objectives of our program particularly how they might use our services to the best advantage of their students. No doubt, the newness of the career development and resource center concepts will require some time to be fully grasped by school personnel at all levels.

- Administrative Resistance

  - In a few cases, we have not received as good cooperation as could be hoped from school principals making it difficult for us to implement our programs in those schools involved. This situation can be particularly detrimental to our efforts to provide blanket coverage when, as in one case, the school is a centralized one for certain grade levels.

DISSEMINATION ACTIVITIES

- Newsletter (attached)

- Commercial Newspapers (attached)

  - Newark Evening News article (Dec. 6, 1970)
  - Bergen Record article (Dec. 29, 1970)

- School Publications (attached)
  - Hackensack High School
    Voice articles (Dec. 1970)
  - Hackensack High School
    Tales of the Comet (Nov. 1970)

DATA COLLECTION

- ERIC
  - We have ordered the following ERIC numbers to add to our collection:

ED 041 237
" " 574
" " 795
" 042 002
" " 005
" " 010

ED 042 036
" " 041
" " 044
" " 046
" " 059

- Illinois Project
  - We have been in contact with the Career Development for Children Project being carried on at Southern Illinois University. We have received from them a copy of their brochure and bibliography as well as a statement of their objectives and a career development taxonomy of their devising.

PROGRESS ON EVALUATION PLANS AND PROCEDURES

NONE

Other Activities

NONE

STAFF UTILIZATION

NONE

FUTURE ACTIVITIES PLANNED FOR NEXT REPORTING PERIOD

- Programs

- We will begin implementing curriculum materials in local parochial schools shortly after January 15.
- An evening division in occupational education for adults is being planned. For this we will use the high school industrial arts facilities.

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Staff Photo by Joe Giardelli

RD A CAREER—Maria Portela adjusts a wig worn by Mary Leonardi

Their Careers Sta In The 1st Grade

By ALICE OLICK
Education Writer

What are you going to be when you grow up?

A unique career studies program in the Hackensack schools is aimed at helping children arrive at intelligent answers to that question.

Funded with approximately $225,000 of federal and state money, the wide-ranging program tries to weave the world of work artfully into the school curriculum, awakening in youngsters exciting, positive attitudes about what they can become.

Staff and basic equipment for the project are housed at offices at 210 Main St. This resource center is the communication link between school and community.

Here, six educators, led by director Irving Moskowitz, plan and help carry out programs that will develop in children respect and understanding for the work-a-day world.

Career development, says Moskowitz, is an essential part of a persons's personality development. Experiences will affect attitudes, he asserts. "We'r equipped to enable teachers t give career development experiences from four years to adulthood," he explains.

Through the program, Moskowitz and his staff hope to enable children to discover thei own uniqueness, learn about occupations, and know how t make career decisions.

The classroom teacher generally determines when and t what extent to use the Caree Development Center as part o the curriculum. The teache calls on the center as a resource. The center people design activities, provide th

See CAREERS, Page A-3

Share Your Good News By Calling 437-9339

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Their Careers Start In The 1st Grade

From Page A-1

speakers and materials, and arrange trips.

Because of the federal and state subsidy, the school district has been able to obtain a variety of materials and technological equipment to make this the most sophisticated and intensive program of its kind.

The U. S. Department of Health, Education, and Welfare provides the bulk of the money over a three-year period under Vocational Education Act Amendments of 1968. A government news release lists the project as an exemplary one "designed to create bridges between school and earning a living for young people, especially those with academic, socioeconomic, or other handicaps."

"You have to begin early with a child — catch him before he literally drops out in the second grade," says Harold R. Seltzer from the New Jersey Department of Education. Discussing the pilot program in Hackensack, Seltzer says, "For the first time we're trying to house within a single school district all the elements for occupational awareness and skills development."

Moskowitz hopes the plan, which began full-time in September, will reach eventually every youngster in the Hackensack school system.

A project already under way at Jackson Avenue School involves fourth- and fifth-graders working in carpentry, electronics, and photography. Appliances and equipment, such as sewing machines, ovens, electric calculators, table-top computers, and typewriters are used to stimulate curiosity and interest in modern technology.

Sometimes the program is as challenging to the teacher as it is to the child. "I don't know anything about carpentry," admits Miss Doris Fruhling, "but I'm learning."

An effort is made to involve parents. Teacher Winfred Cooke invited parents to a breakfast to explain the purpose of his class's projects. As a result, fathers pitched in and helped build a workbench.

Another project involves 125 7- and 8-year-olds and five teachers who over a three-month period will make a comparison of colonial and modern-day crafts based on first-hand experience. Resource people will be brought into the school, the children will take trips, and finally they will have the handson sensation of practicing what they've been learning about.

Particularly on the high school level there's extensive use of media equipment. While some projects are very broad in scope, a teacher may simply ask the center to provide a speaker on marine biology as an adjunct to a particular science lesson. There are special projects for handicapped children.

At Beech Street School, kindergartners will tour a building site, taking photographs and taping sounds, then later matching up pictures and noises.

The program is set up to give young children a wide spectrum of exposures. At the middle school stage more exploratory experiences are incorporated and by high school the effort is to zero in on specific interests.

How are the students responding? Wonderfully well, says Moskowitz. He explains why. "There are no captive audiences. They become doers in this."

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TV Tapes Brief Students

By ROBERT NESOFF

Evening News Staff Writer

HACKENSACK—The newly created Career Development Center in the Hackensack High School has substituted TV taped interviews for field trips.

Career center staff members taping a series of interviews with experts in various fields. At the conclusion it is expected that four to five half-hour tapes on a wide assortment of careers will be available for counsellors to use and for showing in classrooms.

"Instead of taking the students on field trips, we are bringing the field trips to the students," commented Peter Mackert of the career development center.

3-Year Program

The center is staffed by a group of Hackensack High School faculty members and former teachers who now devote all their time to the new program. The program is in the first year of an expected three-year period and has been funded by the government with more than $100,000 for this year alone.

"We are able in this manner to give the students a first hand exposure to the working world," Mackert continued. "By using the television camera, slides and still photographs we can take an entire class any place the teacher wants to."

He explained that this manner of doing things saves the school and students the expense and trouble of travel, but yet brings it all home.

"By conducting only one field trip and recording it on the tape," Mackert said, "we have it to use for posterity."

Using the tape also precludes the intervention of a thousand and one ills that may beset continued field trips. Should an item of higher priority come up, the teacher can change the schedule and still have the tape available for future showing.

The program is now receiving extensive use throughout the entire Hackensack school system from kindergarten through adult education classes.

Brings Courses Alive

Mrs. Robin Brancato, the high school journalism adviser, commented that the tapes have given "life" to the courses she teaches.

"I feel that education has to get out of the four walls it is normally confined to," she said. "It makes sense that a journalism class should see what is going on outside."

Mrs. Brancato's class had just finished taping an interview with a working reporter. The tape will be used in journalism courses and in English and creative writing classes.

She noted that the students do almost all the planning and preparation for the taping. They choose persons to be interviewed. They make preparations for the interview by researching the subject. and then edit the tapes for final presentation.

QUARTERLY REPORT

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Grant or Contract No. OEC-0-70-5188 (361)

Career Resource Center: A "pre-K to Adult" Model for Career Development

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Irving Moskowitz
Hackensack Public Schools
355 State Street
Hackensack, New Jersey 07601

March 1971

1970-71
School year

BEST COPY AVAILABLE

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Irving Moskowitz

Hackensack Public Schools, 355 State Street, Hackensack, New Jersey

March 1971

MAJOR ACTIVITIES AND ACCOMPLISHMENTS

* Continuing School Programs Begun During this Quarter

. Evening Adult Vocational Training 275 students

This program offers evening courses in eight occupation-related areas along with professional pre and post vocational counselling. (see attached program descriptions)

* Previously Established Continuing Programs (not reported earlier)

. Industrial Prep 10 -12 65 students

This is a special curriculum track for boys in grades ten through twelve with leanings toward early job entry or further trade training. It offers an opportunity to study English, mathematics and science within a technical framework. The program has been conducted successfully for the past several years. (see attached program description)

. Cooperative Work Program 150 students Gr 11-12

This is a shared time program combining work experience with required academic work and vocational counselling. It has been conducted successfully in three occupational areas for several years. Two additional occupational areas are planned for next year. (see attached program description)

* Short Term School Projects (the number following each indicates the number of students who participated)

. Pre-K and Kindergarten Projects 22 students

A visit to the municipal Public Works yard where the children took pictures of the trucks and talked to the drivers. (22)

. Grade 1 Projects 25 students

A project in career hats, uniforms and tools involving classroom visits by career representatives and the vacuum molding of typical career tools. (25)

Two separate projects in careers dealing with animal care involving classroom demonstrations by professionals and visits to an animal hospital and a pet shop. (51)

A project in beautician work involving a visit to a local beauty salon for a demonstration. (13)

- Grade 2 Projects

A classroom project in baking and cooking using a portable oven. (12)

A project exploring careers as "community helpers" involving a series of visits to local governmental, social and business agencies. (135)

- Grade 3 Projects

A project in dental assisting careers involving a demonstration and workshop at the local federal Technical Training Center. (27)

A unit in manufacturing and merchandising involving trips to several retail stores and talks by store buyers, etc. 25

- Grade 4 Projects

A classroom demonstration in Braille writing by an instructor in the field. (21) students

Two separate projects in health occupations involving classroom demonstrations by medical technicians, visits to a hospital, optometrists office and a large drug firm. (55)

A tour of a telephone company installation to observe careers in the communications field. (28)

A trip to a Colonial restoration to observe Colonial crafts. (145)

A visit to a local beauty salon for a demonstration and interview with the owner. (13)

- Grade 5 Projects

A survey of careers requiring bilingual skills involving visits with a bilingual bank teller and court interpretor as well as a visit to an airport. (17)

A project in restaurant and hotel careers involving trips to a large motel and restaurant and follow-up activities in cooking. (60)

A classroom demonstration of fingerprinting by a local police sergeant. (25)

- Middle School (6,7,8) Projects

Gr 6 A survey of careers in county government involving classroom talks by workers in various agencies and trip to the County Court Identification Department and Jail. (25)

Gr 6 An electrocardiogram demonstration and career talk by a registered nurse. (40)

Gr 6 A trip to the Metropolitan Museum in New York for a film, workshop and tour in archaelogy. (10)

Gr 6 A film and lecture on aerospace careers sponsored by a large company engaged in aerospace work. (300)

- High School Projects

Gr 10-12 A program for Industrial Prep and economics students involving a series of trips to industrial plants for tours and discussions of economics and career opportunities within the company. (35)

Gr 11,12 A talk and demonstration by a charm consultant for girls in the business education curriculum. (60)

Gr 9-12 A survey of careers requiring bilingual skills involving an interview with the Chief Interpreter at the United Nations, etc. (50)

Gr 11 A tour of an airport by an aeronautics class. (18)

Gr 11 A project in court reporting involving a visit to an instructional school and to the County Court to observe that skill being used during a trial. (23)

Gr 12 For senior art majors, a series of discussion sessions with professional artist on specific careers within the art field. (40)

Gr 10-12 An instructional session for foreign born students on filling out job applications. (30)

Gr 12 A visit to a "Health Fair" at a local community college for talks with representatives of various health careers. (8)

. Projects for Special Needs Students

A project for educable students in the early elementary grades involving assembling lamps from kits. (8)

A sewing project for educable students in the early elementary grades involving a classroom demonstration, a field trip and experiences in sewing. (11)

A trip to a hospital and dental clinic for "school alienated" children at the eighth grade level. (6)

A trip to an automotive assembly plant for "school alienated" children at the eighth grade level. (6)

* Parochial School Involvement

. A program of Technology for Children is being conducted on a limited scale in one parochial school.

. A number of short term projects have been conducted throughout the local parochial schools. They include:

A study of photography and film making.

A visit to an airport to interview pilots and stewardesses.

A music project involving the organization of an orchestra.

A tour of a large radio and television studio.

A classroom interview with a television newscaster.

A trip to a Colonial restoration to observe Colonial crafts.

A speaker on teaching as a career.

. Career clubs have been organized throughout the parochial schools and have engaged in a number of field trips and work in various occupation related skills.

* Vocational Reading Materials

. We have established a classroom library of vocational reading materials for use in the Middle School reading laboratory. These will be used primarily for students with leanings toward early job entry.

SIGNIFICANT FINDINGS AND EVENTS

* Response by School Personnel

. We find that as our programs and services become better known throughout the school system, we are getting more and more requests by teachers who wish to participate in career development activities. We no longer need to promote our work or to seek out teachers for projects.

Problems

None

Dissemination Activities

* Commercial Newspapers

. Bergen Record article (March 5, 1971)

. Bergen Record article (Feb. 14, 1971)

. Bergen Record article (March 18, 1971)

- Professional Publications
  - . Industrial Arts and Vocational Education Article (February 1971).
- Business Publications
  - . Hackensack Chamber of Commerce Newsletter (the idea of promoting our high school seniors for employment through the chamber newsletter was suggested by our Job Placement Officer).
- Career Center Publications
  - . Newsletter (March)
  - . Special publication on the theory behind career development education.
  - . Special publication listing and explaining our program activities.
- Radio
  - . A five minute taped broadcast over Station WJRZ explaining the function of the Career Center.
- Visits by Educators
  - . Miss Ann Mueller - Newark State College, Union, N.J.
  - . Dr. Cecil Johnson - South Carolina State Dept. of Education.
  - . Mrs. McNulty - Governor Rockerfeller's Commission on Education.
  - . Mrs. Maryjane Phillips - Director of Educational Programs, State of New Jersey Public Broadcasting System.
  - . Dr. Len Trout - Project Director, SAVE, University of Nevada, Reno.
  - . Mr. Joseph Bonitatebus - Board of Education, Bridgeport, Connecticut.

DATA COLLECTION

. ERIC - we have ordered the following ERIC material.

ED 042 897
" " 455
" " 894
" " 915

ED 043 038
" " 063
" " 316

PROGRESS ON EVALUATION PLANS AND PROCEDURES

. We have drawn up two evaluation forms for our school activities. Between them, they provide for an evaluation of the particular activity by Career Center personnel, the classroom teacher involved and the participating students. A copy of each form is attached.

OTHER ACTIVITIES

None

STAFF UTILIZATION

* Changes in Staff Positions

. We have eliminated two job functions called for in the original proposal, those of School/Community Relations Coordinator and Librarian/Clerk. In the first instance, we found that the existing staff is able to maintain such library facilities as we need. In the second, since the school system already employs two social workers, we felt that an additional one from the Center would be superfluous. As indicated in an earlier report, these positions have been replaced by two additional School/Industry Coordinators, one full and one part time.

FUTURE ACTIVITIES PLANNED FOR NEXT REPORTING PERIOD

We are currently engaged in discussion with representatives of two television stations for possible future coverage of Career Center activities. The stations referred to are:

The State of New Jersey Public Broadcasting System

National Education Television (NET Channel 13)

QUARTERLY REPORT

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Irving Moskowitz
Hackensack Public Schools
355 State Street
Hackensack, New Jersey 07601

September 30, 1971

1971-72
school year

QUARTERLY REPORT

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Irving Moskowitz

Hackensack Public Schools, 355 State Street, Hackensack, New Jersey

September 30, 1971

MAJOR ACTIVITIES AND EVENTS

- School Programs

  . Community College Program Gr. 11 45 students

  Forty-five eleventh grade students participated in a four week program designed to introduce them to four career areas. Utilizing the facilities and faculty of Bergen Community College, the program provided a week of instruction each in the areas of nursing, computer programming, chemical technology and police science. The class sessions, which lasted from 1:00 P.M. to 4:00 P.M. each day blended instruction with "hands-on" experience in each field and a series of visits to occupational sites.

  . Summer Remedial-Occupational Program. Gr. 11 40 students per year.

  This is a six week program offered as an alternative to the regular summer school for students who have fallen behind grade level by failing both math and English. The program blends small group instruction and individual tutoring in English and math with work projects in auto mechanics and building trades. The academic work is related as much as possible to the work experiences of the boys. Course credit is given for both the academic and occupational segments.

  Gr. 8 - 40 students

  . Vocational Exploration for Eighth Grade Students.

  Forty eighth grade boys and girls were bused to the County Vocational and Technical High School each morning for six weeks for instruction in a variety of craft skills using that school's shops and instructors. The students rotated through classes in offset printing, metal shop, upholstery, wood shop, and home economics. In each shop they made an item to take home with them.

  . Dramatics Workshop

  #5

  A group of third, fourth and fifth grade students participated in a three-week dramatics program. Working with three drama students from a nearby university, the students were coached in various aspects of theater work and staged a play of their own. They also attended a drama production at another university where they met and talked to the director, stage crew and cast.

Summer Small Business Project

. ~~Junior Achievement Program~~

Twenty eighth grade students participated in a summer program modelled on the Junior Achievement concept. Working with a Middle School teacher and several high school seniors, the students established two business ventures making decorative plastic wall plaques and "mod" leather goods such as belts and watchbands. Their experiences covered all aspects of business from planning and buying raw materials to merchandising the finished product. The items made were sold at a fair held at the end of the six-week session.

* Staff Summer Activities

. Most of the staff's summer work involved curriculum planning for the coming school year. This included:

An outline of a curriculum model in five job clusters for the elementary school level. Each cluster calls for a survey of jobs within the category and "hands-on" experience in representative job tasks. A multi-media approach is emphasized. The clusters covered are transportation, communications, business office, manufacturing and health occupations.

A detailed curriculum model in the communications field designed for use in an "open plan" classroom (grades 4 & 5) being conducted in one elementary school here. Planning included enlisting resource material and personnel from the business community.

An outline of a curriculum model in five job clusters for the Middle School level. The clusters included are media and communications, agri-business, public service, health occupations, hospitality and recreation.

The planning and groundwork were laid for a Community Volunteer Program for all eleventh grade students. The program calls for students to spend a week at one of sixteen local social welfare agencies gaining career exposure through work participation and observation. The program is scheduled to begin on October 11 with thirty students participating for the first week. Informational forms given to the students are included with this report.

Our media specialist sorted some 2,000 slides and edited several dozen video tapes that had been produced during the school year as a result of career activities in the schools. The slides were organized into twenty "packages" each dealing with a career theme or demonstrating some aspect of the Career Center's work. The videotapes were edited into twenty-two "packages" along similar lines.

SIGNIFICANT FINDINGS AND EVENTS

* CCEM Proposal

. During the early part of the summer, the staff worked on the development of a Comprehensive Career Education Model proposal which was submitted as part of the competition for model district status. During August we were informed that we had been chosen as one of six model agencies to be established across the country.

* T4C Expansion

. The T4C Program was expanded to include ten classrooms for the current school year.

* Survey of Projects

. A survey of career projects conducted throughout the Hackensack schools disclosed that over 200 such projects had been carried out during the past school year.

PROBLEMS

None

DISSEMINATION ACTIVITIES

* Commercial Newspapers (attached)

- New York Sunday News article on the Hackensack Career Development Center - May 16, 1971.
- Bergen Record article on the summer Community College Program sponsored by the Center.
- Newark Sunday Star-Ledger article also on the summer Community College program - July 4.
- Bergen Record article on the choice of Hackensack for CCEM status.
- Bergen Record picture and caption of fire fighting demonstration sponsored by the Center.
- Bergen Record picture and caption on a field trip to a construction site sponsored by the Center.
- Bergen Record picture and caption on a boutique sale project sponsored by the Center.
- Bergen Record picture and caption on one of the parochial school career clubs sponsored by the Center.

* Dissemination of Center Publications.

- We continued to mail and give out copies of our brochure,newsletters and other informational material about the Center in answer to requests.

* Visitors

- We continued to receive a large number of visits by educators from other school systems in New Jersey as well as outside the State.
- We were recently visited by a team of writers and a photographer from Scholastic Magazine who are doing an article on several of the six model agencies recently named.

DATA COLLECTION

- ERIC

  - We have subscribed to the AIM and ARM publications of ERIC.

  - We have added the following ERIC microfiche to our collection:

    033 976
    038 661
    039 293
    039 471
    044 719

- PROGRESS ON EVALUATION PLANS AND PROCEDURES

  - Development of Evaluative Instruments

    The Center staff worked for two days earlier this month with a team from the EPIC Diversified Systems Corporation, our contracted evaluators, in drawing up evaluative tools for our school projects. A flexible evaluative instrument that can be used for a variety of projects was developed. The EPIC people are in the process of refining it.

OTHER ACTIVITIES

None

STAFF UTILIZATION

- Addition to Staff

  - To accommodate the greatly expanded T4C Program, we have added the position of T4C Coordinator to our staff structure. The person hired for this position was one of key teachers in the program's function last year.

FUTURE ACTIVITIES PLANNED FOR NEXT REPORTING PERIOD

- Curriculum Plans

  - We hope to begin a number of projects at various class levels which will emphasize the job cluster approach and allow us to begin using this framework on a larger scale. This is the first step in implementing a progressive job cluster framework of the kind we developed for our CCEM proposal. A copy of this diagram is included in this report.

- Overall Expansion of Scope

  - In general, we hope to widen the scope of our activities in the present school year to encompass an even greater number of students in a wider variety of programs. The experience we gained in our first year of operation should enable us to accomplish this goal.

QUARTERLY REPORT

Project No.
Grant or Contract No. OEC-0-70-5188 (361)

Career Resource Center: A "pre-K to Adult" Model for Career Development

Exemplary Project in Vocational Education
Conducted Under
Part D of Public Law 90-576

Irving Moskowitz
Hackensack Public Schools
355 State Street
Hackensack, New Jersey 07601

~~January 1972~~

Should have been dated
December 31, 1971

1971-72
school year

Quarterly Report

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Irving Moskowitz

Hackensack Public Schools, 355 State Street, Hackensack, New Jersey

January 1972

MAJOR ACTIVITIES AND ACCOMPLISHMENTS

- School Programs (This is not a complete listing of programs we have conducted in the schools. Only programs of special significance in terms of length, interest or number of activities involved are listed here.)

. Elementary Schools

Gr 4,5
80 students

Communications Unit - Eighty 4th and 5th grade students are engaged in an extensive project related to the communications cluster. Job "banks" have been established in advertising, telephone communications, radio and television, and print media. Each student has chosen one of these occupational areas and is being exposed to a wide variety of experiences in it including considerable hands-on activity. The latter includes printing a newspaper, videotaping, designing ads, and operating telephone and telegraph hook-ups in the classroom.

30 students
Gr 5

Communications Unit - 5th grade students in another school are assembling radio and intercom kits, receiving instruction in use of videotape equipment and coaching in dramatics by a professional theatrical director. The unit is taking place within the context of a study of the history of communications.

30 students
Gr 5

Health Occupations Unit - a fourth grade class has established a classroom drugstore where they have engaged in mixing simple salves, etc. The drugstore also contains a "museum" of mementos of earlier drugstores dating back some fifty years. The unit has also involved a trip to a pharmaceutical firm and videotaping of a retail drugstore and drug manufacturing plant as well as classroom visits by an optometrist and pharmacist. ~~30 students~~

Gr 5
23 students

Antiquing and Refinishing Project - twenty three 5th grade students are repairing, antiquing and refinishing old furniture and selling the finished products to buy more material. They have also had four workshops in antiquing by a professional in this field.

Gr K
30 students

Community Workers Study - a kindergarten class has visited a police station, fire house and post office, also role played with uniforms, hats, felt boards and charts for these careers.

18 students
ungraded

Controlled Workshop - a group of trainable students has subcontracted for assembly line packaging of turkey skewers into heat sealed plastic containers. Students maintain workshop environment including coffee breaks and keeping time cards and are paid for their work.

Gr 5
80 students

School Employment Bureau - all 5th grade classes in one school are participating in an employment bureau for jobs within the school as teacher aides, etc. Students consult a printed classified ad sheet and choose a job that appeals to them. They then fill out an application form, have an interview with an employment counselor and their prospective supervisor and are notified of their acceptance. They are trained by the supervisor, keep time cards and receive honor points for their work (a curriculum guide for this program is enclosed).

300 students
Gr 1-5

T4CP - as reported earlier, this program has expanded to ten classrooms and developed new curriculum projects. Two new units of special interest are as follows (see enclosed curriculum guide for further unit descriptions):

> A study of animal life has included maintaining an ant farm and building a mouse house. The latter project also includes making mouse toys and a maze for experiments in conditioned learning.
>
> Making puppets and a puppet stage for a language arts unit.

. Middle School

Gr 7
30 students

Food Service Unit - two 7th grade classes, self-contained and designated as slow learners, have established a classroom restaurant at which they serve a full course hot lunch for faculty members one day every two weeks. The students are involved in all aspects of the restaurant's maintenance including ordering and preparing the food and keeping financial records. The group also took a trip to a nearby motel for a tour of the kitchen facilities and will be visiting other sites of food production and preparation.

. High School

Gr 11
22 students

Urban Studies Unit - students in the Urban Studies class at the high school are making a study of the Hackensack Redevelopment Project and occupations related to its various facets. The president of the local Chamber of Commerce visited the class with a slide show depicting plans for the Project and discussed the different types of work needed for its completion. Further activities are planned.

Gr 11
100 students

Community Volunteer Program - all 11th grade students at the high school are being given an opportunity to spend a week out of school working at a community agency exploring the occupational opportunities it might afford. Thus far, close to fifty students have participated. (Forms being used for the program were included in the September Report.)

Job Placement - the Job Placement Office in the high school has increased its activities and scope of its services over the previous school year. Considerably more emphasis is being placed on individual and group counselling, and efforts at job placement have met with greater success generally. A Technical Trade and Business School Fair following the same format as the annual Job Fair is being planned for the spring. (See attached job description for further details on Job Placement Progress.)

* Media Development

. New Media Packages - three new sound/slide shows have been developed in recent weeks: one on various health occupations units in our elementary schools, a second on the functions of the Job Placement Service, and a third on the Cooperative Work Program for recruitment purposes. All three packages are being used for informational and public relations purposes.

* Evaluation Instruments in Use - finished copies of our evaluation instruments have been received from EPIC and are being used for all appropriate school programs. (Copies of these instruments are attached.)

SIGNIFICANT FINDINGS AND EVENTS

None

Problems

- **Intensive Training Scheduling** - We have been encountering some difficulty in arriving at a mutually convenient means of scheduling students for the Intensive Training Program at the local Vocational/Technical High School. Last year this program, through which twelve 12th grade girls were trained as dental assistants on a shared time basis, was a very successful one. We are still hopeful that a satisfactory arrangement can be reached for scheduling this program.

DISSEMINATION ACTIVITIES

- Exhibition Resources
  - Display Panel - A multi-media display panel has been constructed and is currently in use at the United States Office of Education. We plan to schedule it for use in the various schools here as well as in local businesses and governmental agencies, etc.
- Commercial Newspapers and Magazines
  - Bergen *Record* article (Federal Funds Initiate City's Job Education)
  - Bergen *Record* article (Hackensack School System Gets U.S. Career Training $$)
  - Newark *Star-Ledger* article (Hackensack Wins Grant)
  - *Scholastic Teacher* article (Career Education - A New Job for the Schools - December 1971)
- Professional Publications
  - NJEA Review article (Hackensack Schools Creating Occupational Awareness)

- School System Publications
  - Hackensack High School *Voice* article (Hackensack Chosen to Receive Career Development Grant - October 1971)
  - Hackensack Public Schools *Newsletter* article (December 1971)
- Visitors

  (See list)

DATA COLLECTION

- ERIC
  - We have added the following ERIC microfiche numbers to our collection:

042009
042021
043892
044722
044874
045474
047335
047326
048433
048448
048449
048452
048487
048508

PROGRESS ON EVALUATION PLANS AND PROCEDURES

- *Third Party Evaluator* - We have arranged to have EPIC continue to serve as our third party evaluation agency.

OTHER ACTIVITIES

None

STAFF UTILIZATION

None

FUTURE ACTIVITIES PLANNED FOR NEXT REPORTING PERIOD

- *Pilot Program* - Within the next few months we plan to test out a plan for a unit in a community based occupational preparation program for individual students. Tentative plans call for 25 - 50 students being used in the pilot phase. Further details will be included in the next report.

VISITORS

Dr. Duane Nielsen CCEM Project Director	United States Office of Education
Dr. Bruce Reinhart Staff Associate	Ohio State University
Maurice Aboudaram Assistant to Chief of Operations	ORT Head Office Geneva, Switzerland
Mrs. Parvine Moatamed Directress of Girls Schools	ORT, Iran
Mario Weingart	ORT, Israel
Simon Guedj	World ORT-Union Geneva, Switzerland
Gilbert Bismuth Jules Bloch Georges Melamed	ORT, France
Jack Jones Dorothy Anderson	Jersey City State College
Ernst Peutl	Ministry of Education Vienna, Austria
Gregory Buonteyer	Coordinator Occupational Ed. Bergen County
R. Rovick	C.T.I.E.C. Woodbridge, N. J.
George Russ Morton Margules Harold Seltzer Pat Doherty Thomas Gambino	Division of Vocational Educati State Department of Education Trenton, New Jersey
George Meyer	Director of Vocational Ed. New Brunswick, New Jersey
Bob Bornstein	School-Industry Coordinator New Brunswick, New Jersey
G. Buarsky	Bergen County Coordinator of Occupational Education
C. Redden Dallas Gray	Project NOW Hoboken, New Jersey
Veronica Spagnardi Arthur Pepe	Rutherford Junior High School Rutherford, New Jersey
Michael Cappola	Pierrpoint Elementary School Rutherford, New Jersey

Dr. Frank Filippone Superintendent John Prendergast Robert Waele William Conntaway	Ravena-Coeymans-Selkirk Central School, New York
Arnold Tversky Assistant Superintendent Donald Brecker Placement Coordinator	Dover Public Schools Dover, New Jersey
Fran Prim Guidance Counselor	Ridgefield Park High School Ridgefield, New Jersey
Vera Hannenberg Vincent Troiano Ben Stern	Office of Instructional Services Board of Education of the City of New York

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March 31, 1972

MAJOR ACTIVITIES AND ACCOMPLISHMENTS

School Programs

Elementary Schools

* Continuing Programs

. T4CP

Grade 1, Section 1 - 27 students
Study of four basic food groups
Basic electricity
Carpentry - use of hand tools
Basic economics - candy factory in classroom
Language arts - making learning aids
Map making

Grade 2, Section 2 - 32 students
Study of environment
Carpentry - use of hand tools

Grade 3, Section 1 - 23 students
Map making
Jig saw puzzle making
Silk screening
Sewing machines
Puppet making

Grade 3, Section 2 - 25 students
Grooming
Lamp assembly
Puzzle making
Furniture making
Puppet making

Grade 4, Section 1 - 20 students
Photography
Cooking
Candlemaking
Class newspaper

Grade 4, Section 2 - 22 students
Puppet making

Grade 5, Section 1 - 23 students
Electricity
Carpentry

Grade 5, Section 2 - 21 students
Music - instrument making

Special Education - 12 students
Clothing store
Carpentry
Ant life study
Study of conditioned learning with mice
Jewelry making

* Units

- Health Occupations (Gr. 4-28 students)
  Classroom demonstrations by a brain technician, dentist, EKG technician and podiatrist. Tour of a local hospital with special emphasis on the electroencephalogram and hemodialysis units.

- Air Transportation (Gr. 4-24 students)
  Classroom presentations by an airline stewardess and airline pilot.

- Communications (Gr. 5-153 students)
  Bell telephone teletrainer demonstration and classroom use.
  Tour of NDC Studios in New York for one class (28 students)
  Tour of Metropolitan Opera for one class (30 students)

- Dentistry (K, 1,3, 5 - 564 students)
  Classroom presentations by dental students, a dental hygienist and a lab technician followed by role playing.

- Law Enforcement (Gr. 5-51 students)
  Tours of the County Courthouse and State Police Academy. Classroom demonstration in fingerprinting by a local police sergeant.

- Community Helpers (Gr. 2-141 students) Visits to police department, hospital, firehouse, post office and bank. Follow-up activities in making a model city.

- Music (Glee Club, Gr. 4, 5 - 50 students) Attended lecture at local department store by Metropolitan Opera star. Visited retail music store and repair shop.

- Store Management (Gr. 1 - 24 students) Made articles to sell at a "Boutique Sale". Classroom study of merchandising, buying, selling, bookkeeping, etc.

- Foods (Gr. 2 - 14 students)
  Classroom activities in baking and butter making.
  Conducted "snack bar" serving baked goods.

- Animal Care (Gr. 1 - 37 students)
  Visited dog obedience school, cat care center and pet shop.
  Made animal cages out of shoe boxes.

- Ecology (Gr. 4 - 26 students)
  Saw film and had classroom presentation by a series of people involved in environmental control.
  Visited a landfill site and a paper recycling plant.
  Took pollution readings with Ringleman cards and used an air filtering machine donated by the Dept. of Environmental Protection.

- Baking (Pre K - 33 students)
  Visited a Dunkin Donuts shop.
  Visited the high school advanced cooking class.

- Construction (Gr. 1 - 50 students) Woodworking in class culminating in the construction of a room sized house. Study of construction under guidance of high school woodshop teacher. Visit to lumberyard.

- Transportation (Gr. 2 - 87 students) Included units in sea, rail, air and auto transportation. Visits to airport, railroad station, auto dealer and ocean liner. Classroom presentations by railroad conductor, engineer and yard master, motor vehicle examiner, driving instructor and travel agent. Made models and mobiles of railroad cars, autos, ships and planes.

- Button Factory (Gr. 4 23 students) Studied business structure and operation of a factory. Made buttons with various slogans to order using assembly line process. Advertised and sold buttons to other students in school.

- Educable Program in Lamp Making (12 students) Making lamps with wooden bases using carpentry and staining techniques. Classroom presentation by home economist speaking on "Home Electricity."

* Single Activities

- Tour of cheese factory connected with classroom study of Switzerland.

- Tour of City Hall (Gr. 3 - 25 students)

- Classroom presentation by Braille instructor. Demonstrated Braille typewriting. (Gr. 5 - 80 students)

Parochial Schools

* Programs were conducted in the following areas:

Animal Care	Gr. K,1,2	82 students
Law Enforcement	Gr. 7,8	21 students
Journalism	Gr. 5	36 students
Television	Gr. 7,8	21 students
Health & Medicine	Gr. 6	24 students
~~Beauty~~ Cosmetology	Gr. 2	28 students
Community Helpers	Gr. K,1	29 students
Stage Production	Gr. 2,3	33 students
Health	Gr. 5	21 students
Transportation	Gr. 4	15 students
Travel	Gr. 6	69 students
Television	Gr. 6	69 students
Music	Gr. 3	37 students
Ecology	Gr. 7	35 students
Law Enforcement	Gr. 7	70 students
Journalism	Gr. 5	34 students

Career Clubs

- Mt. Olive Church (25 students)
  Units in sewing, electronics, glass and baking.

- St. Francis Church (50 students)
  Units in sewing, baking, plastic molding, carpentry, painting and weaving.

- Immaculate Conception Church (25 students)
  Units in baking, candle making, gardening and plastic molding.

- Holy Trinity Church (50 students)
  Units in carpentry, baking and sewing.

Middle School

* Continuing Programs

- Introduction to Vocations (Gr. 8-15 students)
  Tour of a plastics plant as part of a unit in plastics technology. Tour of a cabinetmakers plant as part of a unit in cabinetmaking.

- Units
  - Medical Careers (Gr. 7 - 30 students)
    Classroom presentation by medical
    technologists from local hospital.
    Tour of local hospital.
  - Animal Care (Gr. 7-30 students)
    Visit to animal hospital.
    Trip to a university school of
    agriculture.
  - Food Service (Gr. 7 - 30 students)
    Visit to meat packing plant.
    Tour of a Howard Johnson's kitchen.
    (These are part of a continuing project
    reported previously which involves the
    conducting of a classroom restaurant.)
  - Government Careers (Gr. 8 - 50 students)
    Classroom presentations by a social worker,
    probation officer, court reporter and lawyer.
    Tour of county jail and court.
    Mock trial conducted by students assuming
    various roles.

- Single Activities
  - Visit to professional playhouse for tour and talk by the theater manager. (Gr. 6 - 25 students)
  - Tour of a university science lab. (Gr. 6 - 54 students)
  - Trip to Brooklyn Aquarium for tour and talks on aquarium work. (Gr. 6-165 students)
  - Tour of local telephone company installation with explanation of job opportunities and role playing as operators, etc. (Gr. 8 - 25 students)
  - Classroom presentation by post office representatives - showed film and discussed job opportunities. (Gr. 8 - 25 students)

- Tour of NBC Studios in New York (Gr. 7 - 30 students)

- Classroom demonstration by EKG technician. Included opportunity for "hand-on" experience with EKG equipment. (Gr. 7 - 45 students)

- Classroom demonstration in EKG process by local doctor's nurse. Spoke about nursing as career. (Gr. 6 - 55 students)

High School

* Continuing Programs

- Cooperative Work - Distributive Education
  A personnel officer from the Bell Telephone Company conducted interviews with three students. These were videotaped and shown to the entire class for a critique of the students' conduct during the interview (30 students)

  Gr 11-12

  Tour of Bell Telephone installation (25 students)

  Gr 12

- Cooperative Work - Office Practice
  Classroom presentation by a United Nations representative on career opportunities at the U.N. (65 students)

  Gr 11-12
  65 students

- Intensive Training Program
  Forty-six high school seniors are enrolled in one of seven courses (graphic arts, dental assistant, keypunch, clerk-typist, machine shop, welding, sheet metal) on a shared time basis with the local vocational/technical high school.

  46 students
  Gr 12

* Units

- Employability Skills (Gr. 11 English - 50 students)
  A three part presentation by Bell Telephone representatives on applying for a job, job interview conduct and pre-employment test skills.

- Health Occupations Seminar (Physician's Club - 75 students)
  Gr 9-12 A series of classroom presentations by a physical theropist, heart surgeon, operating room technician and general practicioner.

- Educable Program (Gr. 11,12 - 4 students)
  Four educable students spend one morning a week assisting teachers at an elementary school in T4CP, art class and with younger educable students.

* Single Activities

5 students

Gr 11,12

- Five students in a computer math class interviewed a programmer, systems analyst, computer technician and supervisor at a data processing firm.

- The interviews were videotaped and later shown to the entire class. (15 students)

- Gr 10-12 A classroom presentation on oceonography by a representative from the Bell Telephone oceanography program (Marine Biology - 30 students)

- Gr 11 A classroom presentation on careers in politics by an assistant to a N.J. state senator (Social Studies - 25 students)

- Gr 11,12 Tour of Nabisco research laboratories (Home Economics - 15 students)

Media Department

* Materials Development

- Videotape on data processing jobs (20 min.)
- Videotape on library technical assistant (15 min.)
- Videotape contrasting secretarial work in a large and small company (25 min.)
- Videotape of sample job interviews (25 min.)
- Videotape of construction superintendent describing work on a construction site (25 min.)
- Slide - sound show documenting a communications unit at an elementary school. (12 min.)
- Slide - sound show documenting a transportation unit at an elementary school (12 min.)
- Slide - sound show documenting the career development program at the high school.
- Slide - sound show depicting the job function of a title searcher.

Job Placement

* Programs

- . Job Fair ("Operation Native Son")
  Job interviews were conducted at the high school by 21 company representatives over the period of a week - 156 students took part in 500 interviews.

Ar12

. Proprietary School Fair (scheduled for May 9,10,11)
Interviews will be conducted at the high school by 30 technical, trade and business schools. 60 students have scheduled interviews thus far.

Dn12

* Trips to Occupational or Educational Sites
13 trips - 130 students

* Counselling
Individual counselling or specific and general occupational information. 450 sessions.

Group counselling on specific occupational information (including films) 57 sessions.

* Referral and Placement

Students referred for employment	329
Students placed in employment	194
Students referred or placed in further education training programs (incl. dropouts)	21
Adults referred to Adult Education G.E.D. Program	16
Students referred to other agencies (State Employment Bureau, Manpower, etc.)	30
Adults requesting service and/or placed in employment.	29

SIGNIFICANT FINDINGS AND EVENTS

NONE

PROBLEMS

* Released School Time for Students

- We have encountered a problem in conducting programs that require students leaving the school for prolonged periods. The prime example of this so far has been our Community Volunteer Program (reported in January) which called for students to leave the high school for a period of one week. Although we had the support of the Principal in this matter, we found that some teachers discouraged students from participating in the program on the grounds that a week's missed work would be too difficult to make up. Although close to one hundred students did participate in the program, with good results, we feel that many more could have benefited from it had the teachers been more inclined to think of career development activities such as this as a necessary part of the students education.

DISSEMINATION ACTIVITIES

* Commercial Newspapers and Magazines (attached)

- The Christian Science Monitor article ("And When I Grow Up I Want To Be" - April 15, 1972)
- The New York Times articles ("Pupils Get On-The-Job Training" - April 23, 1972
- The Record article ("A Job With Each Diploma" - 2 parts, April 16,17, 1972)
- The Record article ("It's Never Too Early" - March 12, 1972
- The Record article ("Marburger's Rx for Credibility Gap" - March 10, 1972

- Shopper Views article ("Children Learn About Cats" - February 2, 1972
- Rochelle Park News article ("Career Program Explained in Full" - March 16, 1972)

* Visitors

Robert Merritt	College Board, N.Y.
Dr. Calcia	Hawthorne Public Schools
Mrs. Schwartz	Hawthorne Public Schools
Mildred Cohen	West Caldwell Public School
Vincent Walevick	Montclair State College
Lillian Bogert	Hawthorne Public Schools
Sister Emily	Holy Trinity
Father Van Wie	Holy Trinity
Adele Thomas	Teaneck
Dr. Jack Wilson	U.S.O.E.
Mrs. Cory Rieder	Dept. Health, Education & Welfare
Byron Mitchell	" " " " "
Dr. Ellis Thomas	State Dept. of Education
Dr. Larry Kenyon	Montclair State College
Dick Grey	" " "
Arthur Stmble	Newton Board of Education
Frank Kochey	" " " "
Gene Stemple	Parsippany Board of Education
Irene Bartz	Nutley High School
Ann Paladino	Nutley High School
Susan Ames	" " "
Larry Pargn	Weehawken Schools
Molly Buickman	" "
Mark Heinze	" "
A. Colina	" "
Jo Ann Steiger	Office of Education, Washington
Frank O'Donnell	Baldwinsville, New York
Larry Mc Clure	Portland, Oregan
Veeder Colangelo	Yonkers, New York
Eileen Moskowitz	Queens College
Michael Feiner	C.W. Post College
Catherine Buckly	Bogota, New Jersey
Roger Savino	Dumont High School
Louis D'Armino	Harvard University
Dorida Susselman	Newark State College
Celeste Valentine	Urban League

Lilian Bast	Englewood Board of Education
Pat O'Hara	N.J. School Boards
Larry Van Orden	" " "
Peter Doran	Dept. of Education
Cal Ingling	" " "
Philip Rue	Fontana Unified School District, Fontana, California
J. Hadden	West Windsor Schools
John Black	Somerville Public Schools
Helen Doherty	" " "
Helen Vanderberg	Rochelle Park, Board of Education
Joseph Liebman	" " " " "
Jennie B. Zuretti	" " " " "
Clarence Rothe	" " " " "
George Darrow	" " " " "
Frank Buenett	River Dell Public School
John Petriccrone	" " " "
Frank Magyer	Northern Valley Regional
Celia Mc Eray	St. Thomas, Virgin Islands
Philip Rue	Fontana, California
Harry Shall	Ridgewood High School
John Lucas	" " "
Nancy Coddon	O.R.T., Englewood
Mrs. Gans	" "
Grace Weinstein	Reporter, Teaneck
Carl Hoffaman	Milford Schools, Delaware
Arthur Bright	" " "
Michaelene Andes	Newark State College
Joseph Billiams	" " "
Jane Busch	" " "
Jan Ekstrand	" " "

DATA COLLECTION

NONE

PROGRESS ON EVALUATION PLANS

- *Third Party Evaluation*

  - Representatives from our third party evaluator (EPIC) were here on April 17 to collect our data and establish a format for using it to estimate how well we have measured up to our stated goals. They are scheduled to return for two days later in May to complete this task.

OTHER ACTIVITIES

NONE

STAFF UTILIZATION

NONE

FUTURE ACTIVITIES PLANNED

* Community Resource Project

  . With assistance from the County Chamber of Commerce, we are planning to develop a booklet listing all area business, industrial and professional firms or individuals willing to act as career activity resources for school groups on a continuing basis. The booklet would describe the nature of the resource offered (tours, speakers, training programs, etc.) and include an appendix of suggested career activities for teachers to use in conjunction with the available resource. One or two of our staff will concentrate on this project during the summer.

* Summer School Involvement

  . We plan to sponsor curriculum blend activities in ongoing summer school classes. This would be exclusive of the full scale summer programs we conduct each year. The latter will, of course, be continued.

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The project reported herein was performed pursuant to a contract with the Bureau of Adult, Vocational, and Technical Education, Office of Education, U.S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgement in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official office of Education position or policy.

Irving Moskowitz

Hackensack Public Schools, 355 State Street, Hackensack, New Jersey

October 1972

MAJOR ACTIVITIES AND ACCOMPLISHMENTS DURING THIS PERIOD

*Summer

- Dn 11 Community College Program (as described in our September 1971 Report) - 40 students participated the past summer.
- Dn 11 Remedial-Occupational Program (as described in our September 1971 Report) - 38 students participated the past summer.
- Dn 8 Vocational Exploration Program (as described in our September 1971 Report) - 45 students participated the past summer.

*Current

- Intensive Training Program (as described in our March 1972 Report) - We are in the process of arranging to fill 18 positions that have been reserved for our students at the County Vocational/Technical High School for four months of occupational training on a shared time basis.

RESEARCH PROJECTS

*Summer

- A directory has been developed which lists some 70 local organizations (business, industry, trade, professional, labor, community service, etc.) which volunteer some career education service to school groups. The listing includes a description of the service (field trip, speaker, etc.) and also contains a section of advice to teachers on how best to utilize these resources. A major portion of the directory is devoted to a listing of media resources, printed material as well as audio/visual, to be found in local libraries and other resource areas.

  The directory was researched and written with special clerical assistance and with the cooperation of the local (Bergen County) Chamber of Commerce. It will be available to teachers and administrators as a resource in designing career education activities. A copy is included with this report.

SIGNIFICANT FINDINGS AND EVENTS

None

PROBLEMS

None

DISSEMINATION ACTIVITIES

*Professional Publications

- . New Jersey School Leader magazine article (Hackensack's Career Education Program: A National Pacesetter, September/October 1972.)

*Career Center Publications (attached)

- . June 1972 newsletter
- . September 1972 newsletter

*Visitors

Mrs. Matcha	N.J. State P.T.A.
Greg Buontempo	Bergen County Coordinator of Vocational Education
Joe Calameri Richard Boyland Robert Mauro	Piscataway High School, NJ
Joe Dorso Al Huntress Mary Scannell	Memorial High School, WNY, NJ
George Chellew	Salem High School, NJ
Mr. Calabro Mr. Kolich	Hoboken High School, NJ
Nick LeRose Sam Zitman Fred Hildelbra	North Bergen High School, NJ
Bob Kazer and 3	NYC Board of Education
Tom Cangialosi	Garfield High School, NJ
Ann Winderhall	Prentice-Hall Publishing Co.

Anne Sigler	Butler Schools, New Jersey
Kay Trischman	
Edna Fredericks	
Naomi Tintle	
Mildred Gildner	
Bert Wallace	Yonkers, New York School System
Marie Barnett	New York City Board of Education
Eleanor Sharples	Upper Saddle River, NJ School Sys.
Martin Smith	Bureau of Educational Guidance,NYC
Mrs. Clara Blackman	
Mrs. Gans	
Richard Savers	Parma Schools, Ohio
Louis Spinelli	
S.I. Jordan	St. Louis Schools
Marianne Knowlen	
William Blish	
Mary Witheron	
Bruce Shylo	
Peter Reni	
Al Arnus	Para Schools, Ohio
Joe Kovach	
Bill Kettler	
Geoffrey Petter	H.M.S. Inspector of Education, Great Britain
Tom Imes	East Windsor School, New Jersey
Louis Wilson	
Beverly Ginsberg	Fair Lawn, New Jersey School System
Mildred Shore	Tenafly, New Jersey School System
Martin Loughlin	Harcourt, Brace & Jovanich, NY
Norm Goldman	Editor, N.J.E.A. Review
Charles Walker	N.J.E.A. Ass't. Director, Radio & T.
F. Naticchia	N.J.E.A.
Mrs. Ned Burroughs	National Urban League
John Whitney	Litton Ed. Pub., NY
Martha Gollup	College Senior
Mrs. Barnett	NYC Board of Education
Ken Tyson	Bd. of Ed., Hagerstom, MD

Claire Levy Marianne Rapson	Teaneck School System, NJ
J.W. Rohrbaugh	Yardley School System, PA
Myra Sobel	Knowledge Industry Publishers, NY
George Ettinger	Yardley School System, PA
Earl Richardson Michael Tozzoli Edward Lapinski	Stanford Public Schools, Conn.
Valerie Hurst	General Learning Corp., NJ
Joseph Drummond Eugene F. Hang Robin Kazer Harry Krane	New York City Bd. of Ed.
Paul Abraham	Intelligence for Education, NY
Edward Krause Mary Hayer Bonnie Hoffman Bob Fricker James Black	Parma Schools, Ohio
Harry Hensky Kay Stillwell	Fair Lawn High School, NJ
Mrs. Santol Mr. Borgiaramini	Long Island, NY School System
Tim Monahan	Massachusetts University
Bruce Hopkins	Iowa State University
Lawrence Walsh and 1	McGraw-Hill Publishing Co.
Pat Doherty	Director, Career Development Division of Vocational Ed. NJ State Dept. of Education
Alyce Fantel	Long Island, NY School System

Max Jolie	State Division Voc. Ed., MD
Ronald Clifton	Frostburg State Teachers, MD
Vincent DeVino	NYC Board of Education
Henry Girshman	Yonkers Board of Education
Patricia Link Edwin Gildner	Cedar Grove Schools, New Jersey
Shirley Roback Robert Mizerak	National Urban League, New York
Linda Thompson Robert Abrams	Highstown Schools, New Jersey
Pat Ernest Roberta Winters Gail Fredrick S. Vogels Nancy Canning Russ Leibson	Wyckoff Schools, New Jersey

MEMBERS OF THE GOVERNOR'S TASK FORCE ON ECONOMICS IN CAREER EDUCATION IN NEW JERSEY PUBLIC SCHOOLS

Charles V. Schaefer Jr.
President, Aeroil Products Co. Inc.

Charles Marciante
AFL-CIO

H. Alan Christenson
Vice President, Fidelity Union Trust Co.

John B. Shuler
Director of Education, Building Contractors Assn. of NJ

W. Preston Corderman
Chairman, Council of County Colleges

Anthony Suglia
High School Social Studies Dept. Chairman

J. Stephen Shaffer Jr.
Scientific Management Associates

John Halkowich
Hillside Industrial Association

John J. Brown
Vice President of Personnel, Johnson & Johnson

Linda Stamato
League of Women Voters of New Jersey

James W. Riley
Merck & Co.

Dr. Robert D. Flescher
NJ Assn. of School Administrators

Dr. Charles King
NJ Council on Economic Education

Dr. Fredrick Hipp
NJ Education Association

Ernest E. Robinson
Robert A. Woodford
NJ Manufacturers Association

Dr. Mark W. Hurwitz
NJ School Board Association

William F. Hatchett
R.C.A.

Dr. Matityahu Marcus
Rutgers University

Mrs. Rose Stahnten
School Principal

Ralph A. Dungan
State Department of Higher Education

Charles R. Mager
The Wing Co.

Robert Wilson Jr.
Executive Director, Newark YM-YWCA

DATA COLLECTION

None

PROGRESS ON EVALUATION PLANS AND PROCEDURES

None

OTHER ACTIVITIES

None

STAFF UTILIZATION

*Fusion of Staffs

. During the past summer, the Career Development Center staff was merged with the staff of our CCEM Project. Summer activity in the latter project was especially heavy and the Career Center people were able to make essential contributions in the Curriculum and Staff Development areas. Their experience in designing career education projects was especially useful in helping local teachers develop curriculum units for the CCEM. The curriculum material which resulted will, in turn, be useful in furthering the goals of the Career Development Center. In general, we have found that it works to the advantage of both projects to combine staff roles in this way and would like to continue to do so whenever it seems called for.

FUTURE ACTIVITIES PLANNED FOR NEXT REPORTING PERIOD

*School Programs

. Our school-based program is beginning gradually as the schools become organized for the current year. We plan to conduct a full schedule of activities as in past years.

QUARTERLY REPORT

Project No.
Grant or Contract No. OEC-0-70-5188 (361)

Career Resouce Center: A "pre-K to Adult" Model for Career Development

Exemplary Project in Vocational Education
Conducted Under
Part D of Public Law 90-576

Irving Moskowitz
Hackensack Public Schools
355 State Street
Hackensack, New Jersey 07601

1972-73 school year

December 1972

Quarterly Report

Project No.
Grant or Contract No. OEC-0-70-5188 (361)

Career Resource Center: A "pre-K to Adult" Model for Career Development

Exemplary Project in Vocational Education
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Irving Moskowitz

Hackensack Public Schools, 355 State Street, Hackensack, New Jersey

December 1972

PERIOD COVERED: From Sept. 31, 1972 to Dec. 31, 1972

MAJOR ACTIVITIES AND ACCOMPLISHMENTS DURING THIS PERIOD

SCHOOL PROGRAMS AND ACTIVITIES

*Technology for Children Program - 20 classrooms, K-5, in three elementary schools are involved with 478 students participating.

Current Projects:

Gr 4 . A social studies unit focusing on a study of local neighborhood.

Gr 3 . A science unit on careers in horticulture.

Gr 2 . A language arts unit on film making and creative writing.

*Parochial Schools Technology for Children

Current Projects:

. Performing Arts - 33 students, gr. 4.
  Attended ballet performance.

. Communications - 33 students, gr. 5.
  Toured newspaper plant
  Developed school newspaper

. Photography - 26 students, gr. 7 - 8.
  Students taking and developing still and motion pictures.

*Career Clubs

Current Projects:

. Arts and Crafts - 25 students, gr. 5 - 6.
  Baking
  Knitting
  Crocheting
  Sewing

. Carpentry - 25 students, gr. 5 - 6.
  Bookcases
  Birdhouses

- Arts and Crafts - 15 students, gr. 5 - 6.
  - Candle holders
  - Button making

- Electronics
  - Electrical wiring
  - Radio kit assembly
  - Films on electronics

- Baking - 25 students, gr. 5 - 6.
  - Candle holders
  - Plastic flowers
  - Potholders

Small Business Exploration Program
~~*Junior Achievement Program - 20~~ students, gr. 6 - 8.

- Students have set up a small business operation on Saturday mornings. They are making and marketing leather goods, games and lapidary products. All facets of business management and production are involved. The students are being supervised by a counselor and industrial arts teacher from the school.

*Short Term Occupational Program - 18 students, gr. 12.

- Students are spending half of each school day for a full semester at the local vocational/technical receiving entry level skills in one of the following areas:
  - Electronics
  - Printing
  - Beauty culture
  - Keypunch
  - Machine shop

*Job Placement Program Activities:

- 11 group guidance sessions with a total of 250 students.

- Coordinate Short Term Occupational Program including recruiting, placing and conducting follow-up guidance for the students involved.

*Cooperative Distributive Education Program

- Number of students in jobs
  - Gr. 11 - 3
  - " 12 -26
- Work enrichment activities

  5 field trips related to interior design, jewelry, hair styling, fashion merchandising and fashion design.

  4 videotapes shown relating to modeling, advertising, retailing and "world of work" theme.

  6 filmstrips shown from Job Attitude series

  1 guest speaker on fashion buying

  Kuder Form DD and Interest Value Survey administered.

*Cooperative Home Economics Program

- Number of students in jobs
  - Gr. 11 - 4
  - " 12 -26
- Work enrichment activities

  4 field trips related to food sculpture, budgeting, menu planning and restaurant and hotel management.

  4 filmstrips shown from the Job Attitude series

  1 guest speaker on first aid in the kitchen

  Use of Human Relations Kit

  Kuder Occupational Interest Survey and Value Appraisal Test administered.

*Cooperative Office Occupations Program

- Number of students in jobs
  - Gr. 11 - 5
  - " 12 -16

*Cooperative Health Occupations Program

. Number of students in jobs

Gr. 11 - 27
" 12 - 16

. Work enrichment activities

1 field trip to hear lecture on drugs

2 all day experiences at Hackensack Hospital

2 guest speakers from the hospital

*Cooperative Industrial Education Program

. Number of students in jobs

Gr. 11 - 15
" 12 - 20

. Work enrichment activities

3 videotapes shown relating to careers in machine trades, communications and industry.

*Career Development Center - The following activities were conducted as career/enrichment of ongoing courses of study.

. Gr. 4 - 28 students
A classroom demonstration of a pharmacy as part of a careers in pharmacy project.

. Pre-K - 30 students
A trip to a construction site as part of a project in house construction.

. Pre-K -72 students in three separate classes
Classroom demonstrations in hospital techniques by four nursing students.

. Gr. 4, 5 - 23 students
Drawing plans for and building a model house

. Pre-k - 15 students
A field trip to an ice cream plant as part of "What My Parents Do for a Living" project.

- Gr. 7 - 14 students
  Lab Assistants Club visited a health foods firm for a lab demonstration of drug and vitamin testing.

- Gr. 7 - 30 students
  Classroom project in making Christmas floral displays. Students made and marketed centerpieces.

- Gr. 7 - 15 students
  Visit to veterinary hospital for talk on veterinary careers and demonstration of animal care.

- Gr. 7 - 15 students
  Behind the scenes tour of a large super market to learn about sources of food and jobs in food service.

- Gr. 8 - 30 students
  Visit to a large wholesale florist and greenhouse (related to floral project).

- Gr. 8 - 30 students
  Shown videotape depicting careers in comic book publishing. The tape was made last year by our media department at National Comics in New York.

- Gr. 8 - 30 students
  Toured newspaper plant as part of classroom newspaper project.

- Gr. 11 - 90 students
  We have resumed the Community Service Program described in our December 1971 Report. As previously, students are spending a week at a community government or social service agency for career exposure and work experience. The program is conducted in conjunction with the guidance and social studies departments at the high school.

- Gr. 9 - 12; 30 students
  We are conducting a mini-course in health careers through the science department. Guest speakers have included a pediatrician, ambulance aide, and geriatric specialist. The group has also visited a nursing home.

- Gr. 12 -15 students
  A recent graduate now working in an advertising agency visited an art class to discuss graphic art techniques in advertising.

- Gr. 10 - 15 students
  A science class toured the Hackensack Meadowlands as part of a study of careers in ecology.

- Gr. 9 - 12; 150 students
  Videotapes made in previous years by our media department have been shown in a number of classrooms. Three were used during this quarter. They were on careers in journalism, careers in advertising and an interview with a stewardess.

SIGNIFICANT FINDINGS AND EVENTS

None

PROBLEMS

None

DISSEMINATION ACTIVITIES

*Commercial newspapers

- The Record, Dec. 17, 1972 - article, "Students Test Careers in a Hospital."

- The Record, Nov. 30, 1972 - article, "Project To Help Students Answer Age-Old Questions."

- The Record, Dec. 7, 1972 - article and picture, "Room 207 Assembly Line Chases Holiday Blues."

*Institutional Publications, etc.

- Hackensack Hospital newsletter, Dec. 1972 - article "Students, Students Everywhere!"

*Visitors July 14, 1972 - December 21, 1972

Mark Sexton	Random House
Randolph Scott	Boy Schouts of America
Brian Archim	Explorers
Ronald Freeman	Hackensack Fire Dept.
Dr. Lawrence Denson	Bergen Co. Medical Office
Edward Hynes	NJ State Assemblyman

Ernest Keaby	Hackensack Fire Dept.
Joseph Ziel	F.B.I.
Anthony Tedesco	Hackensack Police Dept.
Thomas Mras	Bergen County Police Dept.
Jay Atkins	Attorney
Paul Millare	Prentice Hall
Arlene Rosmer	Paramus New Jersey
E.V. Maxwell	Rhode Island
E. Stevenson	Westwood
Jean Ambrose	Womens Rights Tasks Force on Career Education
Beverly Ginsburg	" " " " "
Judy Fitzmaurice	Teaneck Public Schools
Rosemary Kavner	Totowa Public Schools
William Higgins	Rhode Island State Department
Joseph Bontolen	Bridgeport Public Schools
George Palermo	" " "
Rita Madigan	" " "
E. J. Smith	" " "
David Kavepfel	Kearney Public Schools
George Ball	" " "
Susan Wood	NJ State Dept. of Education
Robert Kapp	" " " " "
Joseph Ryczbowski	Mercer Co. Career Coordinator
Ronald Brown	Passaic County Career Coordinator
Ray Kieugh	Atlantic Co. Career Coordinator
John Cormen	Burlington Co. Career Coordinator
John Millard	Salen County Career Coordinator
Edward Davis	Hudson Co. Career Coordinator
J. English	Hartford, Conn.
Dick Noland	Simsburg, Conn
Skip Dickens	V. Conn.
Philip Saif	Hartford Conn.
Nancy Gilgamman	Hazelton, Pa.
Edgar Heckman	" "
Manfred Marotta	" "
Albert Merbeth	Wyckoff Public Schools
Donald D'Amato	Rutgers University
Ronald Murphy	" "
Mrs. Friedman	New Jersey 4-H Clubs
Charles Schaefer	Aeriol Products
W. Preston Cordeman	Council of Co. Colleges
Anthony Suglia	Passaic Valley High School
John Brown	Johnson & Johnson
Linda Stanato	Montclair New Jersey
James Riley	Merck & Company
Dr. Robert Fleischer	Nutley Public Schools
Dr. Charles King	Millburn Public Schools
Ernest Robinson	New Jersey Manufacturers
William Hatchett	R.C.A.
Rose Stalmten	Hillside Schools
Dr. William Shine	Assistant Commissioner of Education
Charles Mayer	The Wing Company
Robert Wilson	YM-YMCA

DATA COLLECTION

As many activities as possible have data collection procedures adhered to.

PROGRESS ON EVALUATION PLANS AND PROCFDURES

We are working with EPIC in simplifying our evaluation instruments.

OTHER ACTIVITIES

Attendance and participation by CDC staff members at college, university and State Department of Education career education conferences. Many of our staff are conducting workshops and being panel discussion members.

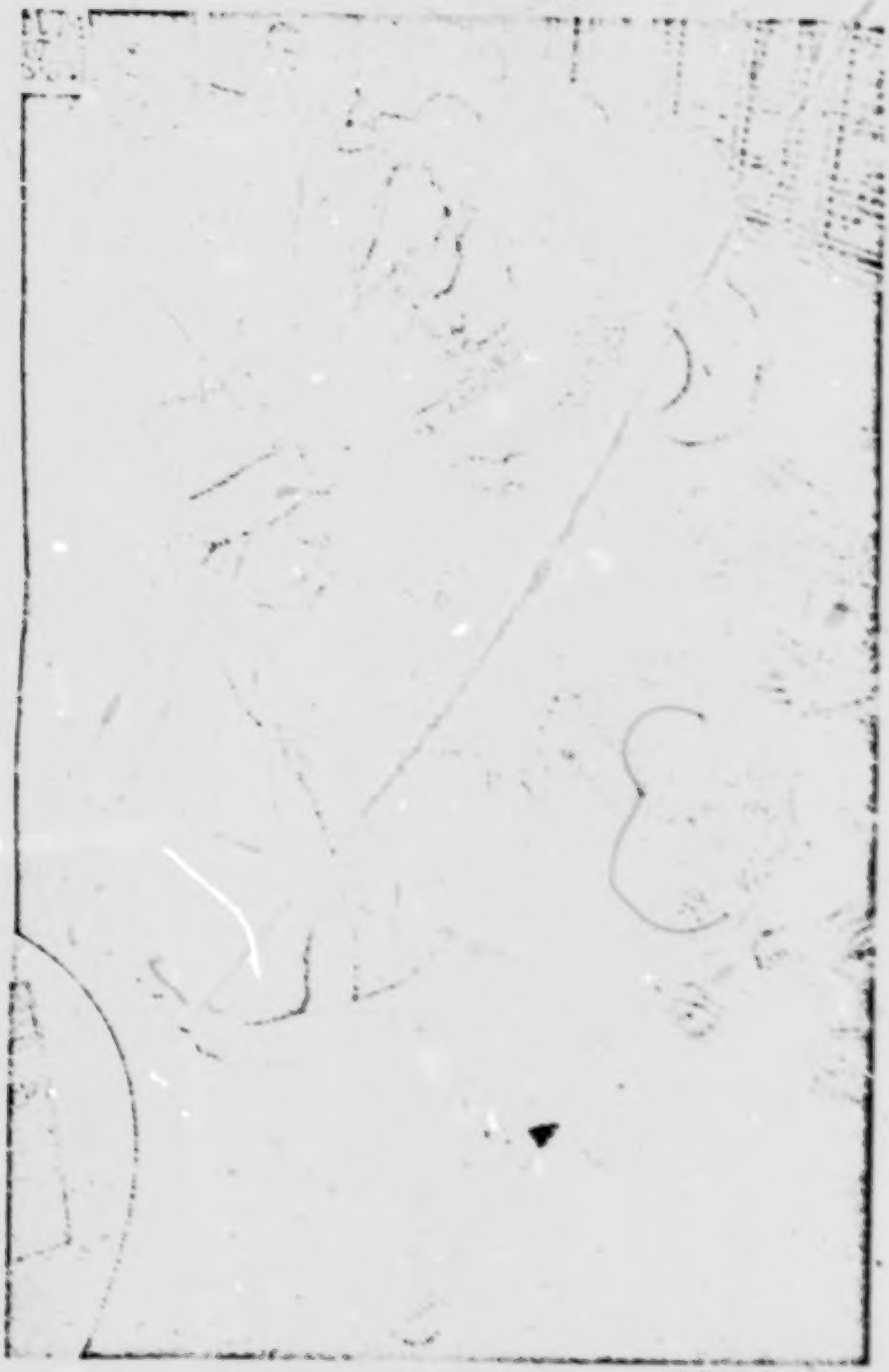
STAFF UTILIZATION

The merger of our CDC and CCEM staffs (reported in September) continues to work out well. As curriculum development for the CCEM project are completed, the CDC staff is able to devote more time to planning school-based programs.

FUTURE ACTIVITIES PLANNED FOR NEXT REPORTING PERIOD

We expect to begin a Cooperative Work program at the middle school level within the next few months. This will be part of a special State program called WECEP (Work Experience Career Education Program) being run on an experimental basis with 14 and 15 year old students.

BEST COPY AVAILABLE



Staff Photo by Gordon Corbett

BUSY ELVES — Santa Claus (Larry Lane) checks the craftsmanship of his fellow students at the Hackensack Middle School. The young people are selling centerpieces.

Students test careers in a real hospital

By JOAN FINN
Staff Writer

Students at Hackensack High School, who are interested in careers in the health fields need no longer wait until graduateon to get on-the-job training.

A new, cooperative work program, designed for juniors, allows them to spend part of their school day at Hackensack Hospital, assigned as aides to the medical records, respiratory service, physical therapy, and central sterile supply departments, as well as working with ward clerks and nursing staff. They assist the professional staff by performing selected duties under the direction of supervisory personnel.

Hackensack High School is one of six schools in the United States chosen by the federal government to be a national model for the career education program, a concentrated effort toward vocational awareness which may be the new trend in vocational education.

Designed as an exploration project, the program tries to offer a greater insight into the general field of health careers by giving the students exposure to the hospital community.

Started in September, the program has an enrollment of 27 boys and girls. Working in teams of five the students are taught the fundamentals of six job categories, rotating to a new service every six weeks. At the end of the year, they should have participated in every phase of the careers program.

"The course will definitely help me in making a career choice," says Debbie Romano, 16, of Maywood, who is still undecided about her future.

Karen Friedman, 16, also of Maywood, wants to be a nurse. She is enthusiastic in her praise. "I really like it. It gives you a true outlook, not like when you watch Marcus Welby," she says. "It was just what I expected."

The students spend each weekday from 8 to 10:30 a.m. at the hospital and finish the rest of the school day in regular classes at the high school. At the completion of the program, they will receive 15 credits toward their diplomas. They will be graded by both hospital supervisors and high school faculty members.

In order to qualify, students must show an interest in careers in the health field and must be selected by their advisors to participate.

Most of the students enjoy direct patient contact the most. Linda Lively, 16, of South Hackensack, Joseph Fredricks, 16, of Maywood, Judy Jones and Sally Pepe, both 16, of Hackensack, all echo the same sentiments. "We like working with people —especially in areas like physical or respiratory therapy, where there is direct patient contact," Linda says.

"I enjoy the course," says Joyce Hedges, 16, of Hackensack, who has definitely chosen the health field. "You see exactly what the job is going to be."

To round out their education, the program will include watching operating room procedure, observing in the emergency room, visiting the kitchen which feeds more than 1,000 people five meals a day, and visiting the laundry which handles 9,000 pounds of linens each week.

"In the due course of time, they are exposed to the natural flow of life and death which is part of the normal hospital routine," says Mrs. Alice Kromka of Paramus, instructor.

The program will receive approximately $250,000 in federal funds over the next three years. It will also be partially funded by the state of New Jersey, in conjunction with other cooperative work programs begun during the Cahill administration. Other model career programs are in schools in Atlanta, Ga.; Pon tiac, Mich.; Mesa, Ariz.; Lo Angeles, Calif.; and Denve Colo.

Instruction and clinical ex perience is arranged by th hospital's human resource development instructor, Mr Kromka, under the superv sion of Harold Rothstein Wayne, coordinator of healt occupations at Hackensac High School.

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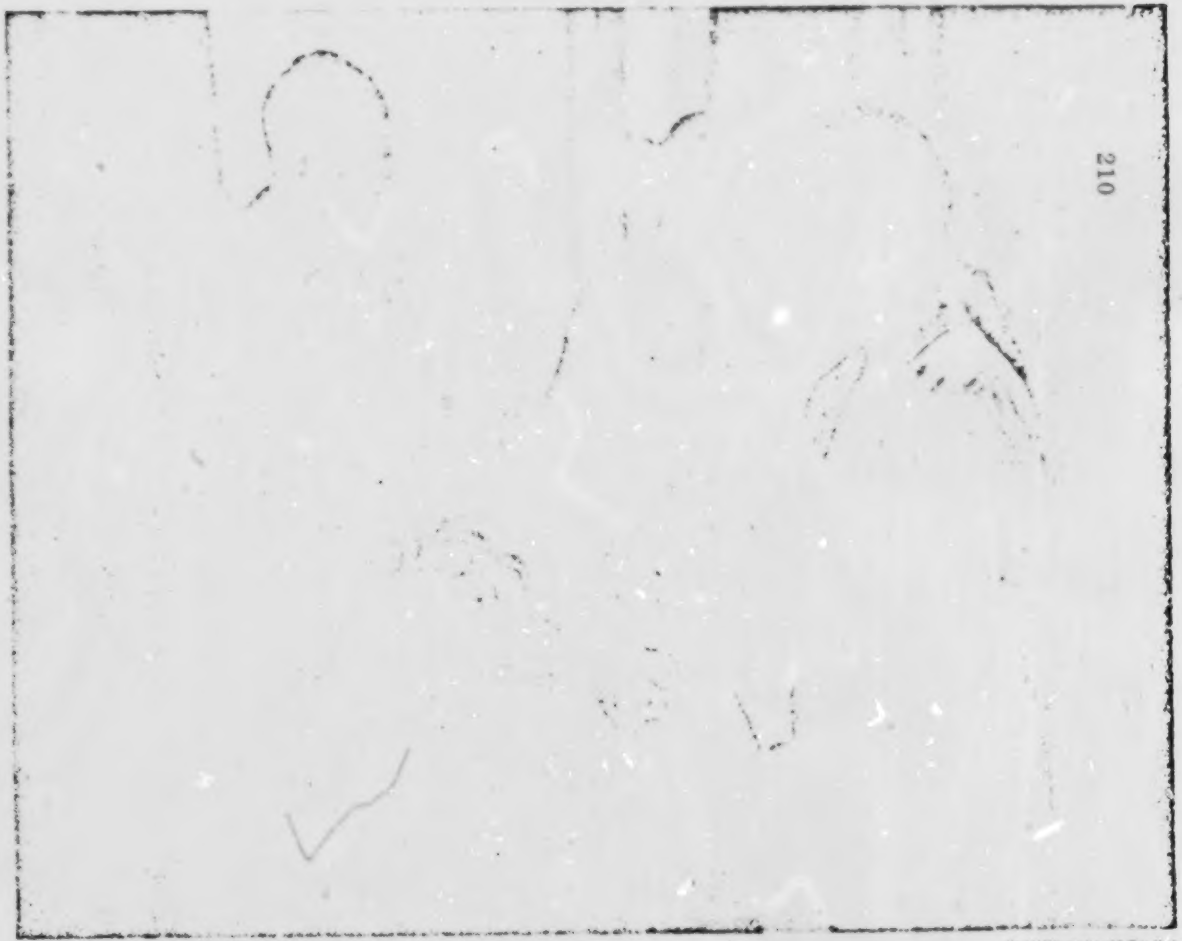

Staff Photo by Al Paglione

Lisa Dion, 16, enjoys personal contact with patients at Hackensack Hospital.

Project to help students answer age-old questions

By STEVEN REINER
Staff Writer

Why am I going to school? What should I do afterward? Who am I?

If a heavily endowed federal project is successful, the 6,200 students in the Hackensack schools will be begin to have some answers to these questions by June.

The project is called the Comprehensive Career Education Model (CCEM), and Hackensack is one of six cities in the United States to receive money from the U.S. Office of Education to explore ways of connecting schoolwork with the real world.

"Finally," says project director Irving Moskowitz excitedly, "we're coming to grips with the fact of why they're coming to school to begin with."

IRVING MOSKOWITZ
Calls it grandiose, but basic

"There are three things we want to accomplish. We want everybody to understand themselves. We want them to realize the opportunities that are available to them in this world. And we want them to be able to make decisions."

For the last three years, Moskowitz has been director of the city's Career Development Center (CDC), a mass of programs to introduce students to career choices.

Then, in August of last year, the city was given $300,000 by the federal government to expand the work of the CDC into practical curricula for students from kindergarten through 12th grade.

In short, the Hackensack program — and career education in general — calls for a reevaluation of the goals of conventional education. Instead of establishing a good career as the goal of schooling, it incorporates the search for careers within the school experience.

After nearly a year of planning, says Moskowitz, the city's schools are ready to bring the program to the students.

"In career development, the kid is always placing himself into a situation," explains Moskowitz, whose desk sits in front of a wall-sized program chart.

On the left-hand side of the huge diagram are listed the elements of career development: educational awareness, career awareness, self-awareness, economic awareness, decision-making skills, and appreciation attitudes. Across the chart are model course outlines divided by grade.

A kindergarten class will learn that pens and pencils are used by people in certain professions — career awarness.

A second-grade class builds a model shopping center and learns about the interdependence of the stores — economic awareness.

Students in 10th grade spend a week in role playing, imagining what life will be like for them in ten years — self awareness.

Lest all this educational jargon mask what CCEM is trying to do, Moskowitz is quick to point out that its goals are quite basic.

"A kid needs English to graduate from high school," he says. "He needs social studies. Why not a skill? Why not something he can take with him and use if he ever needs it?"

The call for more emphasis on vocational education is nothing new. The Department of Health Education, and Welfare figures a total of 2,450,000 students left school between 1970 and 1971 unprepared for work. And by the end of this decade, the government estimates, 80 per cent of all jobs will not need a college degree.

What is different about CCEM, says Moskowitz, is that it will not merely teach skills, but it will teach how those skills can best be used in a life where the balance between work, technology, and leisure is a delicate one.

The real verdict on the Hackensack experiment may not come for many years, until students have passed through several levels of career preparation. For now, the mounds of theoretical material that Moskowitz and his staff of 20 have compiled will face a preliminary test in the city's classrooms.

The scope of CCEM is a grandiose one, admits Moskowitz, and it is one that attempts to focus the most consistent dilemmas of the adult work into the minds of school-age children.

But with a sophisticated arsenal of new psychological and educational tools at its command, a substantial bankroll, the backers of the CCEM program expect it to make a solid impact regardless of its eventual success or failure.

Room 207 assembly line chases holiday blues

By RON WERTHEIMER
Staff Writer

HACKENSACK — As the product moves down the assembly line in the Middle School classroom, it begins to take shape.

At Station 1 — foam and glue — a piece of green styrofoam is attached to a shallow metal dish; then it's on to moss and pine, elves, balls, and berries. By the time the much-handled dish hits the berries station, it has risked rejection at two quality control stops.

After the berries are added, a third pair of uncompromising eyes makes sure the product is a well-made Christmas centerpiece. Then it moves to the 10th and final station — baggies — for wrapping. It is ready for sale — just $3.49.

Such is life on the assembly line in Room 207. Its products are part of a new business operated by 34 students in two eighth grade classes.

The classes are taught on a team basis by Al D'Amico and Judy D'Ambrosio. The teachers wanted to offer the students a project to hold their interest during the distracting Christmas season. They wanted something that would be at the same time enjoyable and practical.

Santa's ad campaign

D'Amico, who had worked for a florist while he was in college, thought of the centerpieces and arranged with his former employer to buy the materials below wholesale cost. He also arranged for a $70 grant from Hackensack's career development program on the understanding that sales would have to provide any additional funds.

The young businessmen realized they needed to create a demand for it. Since the school has a daily closed-circuit television broadcast, they created a message for the medium.

"Ho, ho, ho," says Larry Lane, thinly disguised as Santa Claus. "Look at this lovely centerpiece." In his starring debut on video tape, Larry extols the virtues of his class's product while a record plays a version of "Jingle Bells" sung by a barking dog.

The commercial has already begun generating sales, but the success has not gone to Larry's head. In fact, he says he doesn't even like being Santa Claus.

"I'm too skinny," he said, looking down at his sneakers.

Interaction and peace

More inportant than the sales figures, the teachers say, are the benefits the program will provide the students.

"The social aspect is important," said Mrs. D'Ambrosio. "They learn to work with one another peacefully. They've become more aware of people. It's really great to see the development between kids."

"You learn a trade when you do it," said David Kelly, who works on the line as a packer.

"If we get two kids interested in the field, we're O.K.," D'Amico said.

Door-to-door sales

In addition to sales generated in school by the commercial and posters in corridors, the students are selling their wares door to door. Orders are coming in steadily, and it looks like they wilt keep the young gluers, inspectors, and cost accountants busy a few hours each school day through Dec. 20.

D'Amico says each piece costs $2 to make, so the classes are almost sure to make a profit when their project is over.

The profits will go to pay for extra field trips for the two classes, at least one of which will be a visit to a wholesale florist.

You Should Know!

STUDENTS, STUDENTS EVERYWHERE!

Who are all the young people in the blue smocks? They are Hackensack High School Juniors who are enrolled in a Cooperative Work Program at our Hospital. Some 28 students began the program on September 7th and it will run through the school year until June, 1973.

Hackensack High School was one of six schools in the United States to be chosen by the Federal Government to be a national model for the Career Education Program, also referred to as "Vocational Awareness". The program is funded by the Federal Government and also partially funded by the State in conjunction with other cooperative work programs begun under the Cahill administration.

Following actual "job descriptions" written by the Hospital, the students will rotate in groups of five through our MEDICAL RECORDS DEPARTMENT; will work with NURSING SERVICE on patient care areas and a special group will learn what a Ward Clerk does; they will be assigned to RESPIRATORY SERVICE and be taught what the job requires in further education and what skills are needed. The same will be taught them in the PHYSICAL THERAPY DEPARTMENT. A group will learn and work in CENTRAL SUPPLY, learning among other things, about sterilization, manufacturing of solutions, and preparation of procedure trays. The program is designed to give the youngsters "job entry skills" on which to build a career and it is hoped that at the end of the year they will have good insight into hospitals and allied health careers. They will round out their hospital experience by observing in the Operating Room, see what happens in an Emergency Room, and visit areas such as our kitchens which feed nearly 2,000 patients and employees a day and our Laundry which handles 90,000 pounds of linens a week. The students will receive 15 credits on the program and will be graded by both supervisors of the Hospital departments in which they will work and their Class Coordinators. Mr. Harold Rothstein of Hackensack High School is Coordinator of Health Occupations and in charge of the program. Mrs. Agnes Kromka, R.N., of the Human Resources Department, is Coordinator-Instructor for the Hospital. The departments in which the students are learning find them very enthusiastic and quick, and are very pleased with the good rapport that has been established. The program is an exciting one - a brand new idea in which "What Do I Want To Do?" is given practical consideration before the student finds himself with his diploma in his hand having to begin his search for a career.

September has been an influx of "students" at our Hospital. Some of the other programs which are under way include the student training programs affiliated with colleges in which our Physical Therapy Department participates. Currently, Boston Albany Medical College, Columbia University and New York University students are receiving part of their training in that Department and the University of Vermont will have its Junior Class of 1973 here for a 6 week period this month.

QUARTERLY REPORT

Project No.
Grant or Contract No. OEC-0-70-5188 (361)

Career Resource Center: A "pre-K to Adult" Model for Career Development

Exemplary Project in Vocational Education
Conducted Under
Part D of Public Law 90-576

Irving Moskowitz
Hackensack Public Schools
355 State Street
Hackensack, New Jersey 07601

1972-73
school year

MARCH 1973

Quarterly Report

Project No.
Grant or Contract No. OEC-0-70-5188 (361)

Career Resource Center: A "pre-K to Adult" Model for Career Development

Exemplary Project in Vocational Education
Conducted Under
Part D of Public Law 90-576

The project reported herein was performed pursuant to a contract with the Bureau of Adult, Vocational, and Technical Education, Office of Education, U.S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official office of Education position or policy.

Irving Moskowitz

Hackensack Public Schools, 355 State Street, Hackensack, New Jersey

MARCH 1973

PERIOD COVERED: From Jan. 1, 1973 to March 31, 1973

MAJOR ACTIVITIES AND ACCOMPLISHMENTS DURING THIS PERIOD

SCHOOL PROGRAMS AND ACTIVITIES

Career Development Center - The following activities were conducted as career enrichment additions to the ongoing curriculum.

- Gr. Pre-K - 34 students, 2 classes
  Students are role playing nursing tasks under the guidance of four student nurses from a local hospital. They have used nursing kits, syringes, bandages, surgical masks, Johnny coats and tongue depressors.

- Gr. Pre-K - 24 students
  Same as previous two activities in nursing.

- Gr. Pre-K & K - 24 students
  Same as previous two activities in nursing.

- Gr. Pre-K - 17 students
  Students are working with dental students from a nearby university role playing with dental instruments.

- Gr. Pre-K - 20 students
  Students are exploring careers in jewelry making. They are drawing and making jewelry items. A boutique sale will be held later in the year.

- Gr. 1 - 22 students
  Students are exploring careers in writing and illustrating. An author of children's stories visited the classroom to discuss her work.

- Gr. 4 - 20 students
  Students are studying newspaper content and format. A classroom newspaper is being planned for which students will assume job roles.

- Gr. 5 - 15 students
  Students received a demonstration of photography procedures as part of a unit in photography.

- Gr. 5 - 17 students
  Students are operating a button making company which includes a study of all business aspects and hands-on experience in making campaign style buttons. They have written job descriptions for all tasks and have assumed worker roles in their company.

- Gr. 5 - 15 students
  An Out of Doors Workshop in photography was held as part of a photography unit.

- Gr. 6 - 25 students
  A stock broker from a local firm showed a film on the stock exchange and discussed his work.

- Gr. 7 - 30 students, 2 classes
  Students visited a county wildlife refuge as part of an animal care unit.

- Gr. 7 - 15 students
  Students visited a local Marriott Motel for a tour and exposure to careers in the hotel/motel field.

- Gr. 7 - 30 students, 2 classes
  Students from the commercial foods course of a local vocational high school spoke to a group of our students who are engaged in a restaurant project. They discussed their training course and out-of-school work in the foods industry, and conducted a training session in table waiting.

- Gr. 7 - 15 students
  Students visited the laboratory of Hackensack Hospital and were shown a biopsy being performed.

- Gr. 8 - 40 students, 2 classes
  Personnel representatives from the Postal Service visited the classroom to show a film and speak on work opportunities in the Postal Service.

- Gr. 8 - 15 students
  A travel agent visited the class and spoke on her work. This was part of a unit in air transportation.

- **Gr.** 8 - 30 students, 2 classes
  Students visited the terminal at Newark Airport to observe and hear about career opportunities related to air transportation.

- **Gr.** 8 - 30 students, 2 classes
  Students built model airplanes and a model airport as part of a unit in air transportation and related careers.

- **Gr.** 8 - 30 students, 2 classes
  Students visited a local commercial airport for a tour and discussion of careers and training opportunities in air transportation.

- **Gr.** 8 - 15 students
  Students visited a local hospital for tour and talk on health careers.

- **Gr.** 8 - 10 students
  Students visited a local university for a tour and talk on sports facilities management.

- **Gr.** 8 - 20 students
  Students visited the Jadwin Gym at Princeton University for a tour and orientation to careers in sports promotion.

- **Gr.** 8 - 10 students
  Students toured NBC Studios in New York and had a follow-up interview with a public relations man for NBC Sports. The discussion centered on careers in sports broadcasting and promotion.

- **Gr.** 8 - 21 students
  Students toured a local newspaper plant as part of a Newspaper in the Classroom unit.

- **Gr.** 11 - 30 students
  Students are participating in a Youth in Industry Program sponsored by the YMCA and four large industries in the area. The students visit Faberge, Lowe Paper, Hills Brothers, and Lever Brothers plants for tours and discussions of job opportunities and discussion sessions on the economics of the industry.

- Gr. 9-12 - 30 students
  An inhalation therapist and an EKG technician each gave a demonstration and talk to students in the Health Careers mini-course.

- Gr. 11 - 25 students
  A film on Careers in Newspapers was shown to a journalism class.

- Gr. 12 - 60 students
  An Evaluation Unit housed in a mobile van is stationed at our high school for a period of six weeks on loan from the N.J. Department of Education. The van is equipped to evaluate students' aptitudes in ten career areas through a purely hands-on approach. Forty twelfth grade students are scheduled to cycle through the ten evaluation stations and will receive a profile on their abilities in each.

- Gr. 11 - 40 students
  A professional film maker spoke to two combined sections of a film production course on techniques and career possibilities in his field.

- Gr. 11-12 - 60 students
  A representative from the United Nations spoke to a group of interested students on work opportunities at the U.N.

- Gr. 11 - 18 students
  A representative from the Food and Drug Administration spoke to a group of students from science classes.

- Gr. 11 - 34 students, 2 classes
  The film production classes are being given a series of instructional sessions in videotaping by our Career Center Media Specialists. They are taping a TV skit from a script they wrote.

Job Placement Program

Statistics for January and February

- Individual Counselling Sessions - 165
- Group Counselling Sessions - 16
- Students referred for employment - 74
- Students referred in employment - 40
- Students referred or placed in further education or training - 5
- Visits to business/industry - 5

Cooperative Distributive Educational Program (28 students)

Work Enrichment Activities

- Videotape - Careers in Modeling
- Videotape - Careers in Advertising
- Videotape - Careers in Retailing
- Videotape - Careers in Marketing
- Videotape - Careers in Sales
- Film - "What's It All About" (Career decisions)
- Speaker - from Fashion Institute of Technology in New York
- Field trip - Bloomingdale's Department Store - fashion merchandising
- Field trip - Glenn Richards Ltd. - fashion manufacturing/ distribution
- Testing - Kuder Form DD administered

Cooperative Home Economics Program (20 students)

Work Enrichment Activities

- Videotape - "Your Career as a Baker"

see following page

Cooperative Health Education (16 students)

Work Enrichment Activities

- Speaker - a local doctor on emergency care
- Field trip - Hackensack Hospital

Cooperative Office Education (17 students)

Work Enrichment Activities

- Field trip - N.J. Bell Telephone Company
- Field trip - Bloomingdales Dept. Store for talk and demonstration on grooming

Cooperative Industrial Education (35 students)

Work Enrichment Activities

- Videotape - "Careers in the Building Trades"
- Videotape - "Careers in Machine Trades"
- Field trip - Lever Brothers Plant
- Field trip - Hills Brothers Plant
- Field trip - Abex Corporation Plant
- Field trip - Faberge Plant
- Field trip - Lowe Paper Plant

Work Experience Career Exploration Program (WECEP) 25 students

Since the last Report we have begun a work/study program for 14-15 year olds at our Middle School following a State Model. WECEP is an experimental program for students designated as disadvantaged, and follows closely the cooperative work concept for high schools. Students attend school in the morning for their basic courses and work at paying jobs in the afternoon. Our program has gotten off to an excellent start. Twenty students have already been placed in jobs and they are very enthusiastic about the program.

Work Enrichment Activities

- Film - "Careers in Food Marketing"
- Film - "You and Your Boss"
- Speaker/Demonstration - Coffee brewing
- Speaker - from New York Community College
- Field Trip - Coffee Brewing Center
- Field Trip - Bloomingdale's Dept. Store restaurant & kitchen (2 trips)

Belongs w/ Cooperative Home Ec

Technology for Children

Projects begun since last Report:

- Electricity - Gr. 3 & 5, 3 classes -65 students
  Students are making lamps and electrical powered robots
- Manufacturing - Gr. 4 - 24 students
  Students are recycling paper in the classroom
- Colonial life - Gr. 4 - 26 students
  Students are studying work of the period through making of colonial artifacts and models of buildings.
- Newspaper - Gr. 4 - 23 students
  Students are running a school newspaper
- Banking - Gr. Pre-K & K, 2 classes - 43 students
  Students have built a tellers cage in the classroom and have visited a bank. Each child opened a bank account.
- Post Office - Gr. 1 - 21 students
  Students are running a school post office and have visited a local post office.
- Photography - Gr. 4 - 23 students
  Students have made pinhole cameras and are developing film in a classroom darkroom.
- Animal Care - Gr. 5 - 31 students
  Students are caring for animals in the classroom and have visted a zoo. The project includes experiments with the conditioning of mice.
- Rocketry - Gr. 5 - 15 students
  Students have built model rockets.
- Scale Drawing - Gr. 5 - 30 students
  Students are studying the use of scale drawings in design and construction and have made a scale model of their classroom.

- Stained Glass - Gr. 5 - 26 students
  Students are making stained glass items and have visited churches to see stained glass windows.

- Foods - Gr. 2 - 17 students
  Students are studying the four basic foods. They have cooked in the classroom and taken trips to a restaurant and super market.

Parochial Schools Technology for Children

Projects begun since last Report:

- Careers in Communications - Gr. 6, 31 students
  Toured local university communications center

- Careers in Construction - Gr. K, 17 students
  Built house using Childcraft construction kit

- Health Occupations - Gr. 4, 51 students (2 classes)
  Classroom presentation by a local doctor. Film on careers in medicine presented by local hospital.

- Community Helpers - Gr. 4, 30 students
  Tour of area post office

Significant Findings and Events

None

Problems

None

Dissemination Activities

* Staff Involvement

Various memebers of our staff have conducted workshops or addressed groups of educators on career education in New Jersey and other states. Two of our staff members are teaching a graduate course in Career Education for Teachers for a nearby college.

* Visitors

Richard E. Onoreale	South Plainfield Public Schools
Victor Porcellie	" " " "
John M. Kudrisk	" " " "
Robert Hoesy	" " " "
Sam Arjoul	" " " "
Carmen Buono	Hanover Park High School
Goldie Keene	Connecticut
Charles Lacono	Montclair State
Dr. Arnstein	BOCES, Rockland County
Joseph Capolino	BOCES, Suffolk County
Carroll Buchanan	Channel 25, New York City
Mrs. Leonard Kilian	Hackensack H.S. P.T.A.
Francine Guerra	Fanny Hillers P.T.A.
Mrs. E. Bargel	Beech Street P.T.A.
Mrs. Angie Caruso	Fairmount P.T.A.
Mrs. Connie Ferlise	Middle School P.T.A.
Kathleen V. Jackson	Beech Street P.T.A.

Stan Yabroff	New York City Schools
Roberta Walnum	Manchester Bd. of Ed.
Tony Lynch	Columbia University
Tom Albanese	Cresskill Bd. of Ed.
Robert Gagne	Bridgeport University
Carolyn Inglesby	Maywood Bd. of Ed.
Barbara Sorini	" " " "
George Van Wagenen	Cresskill High School
B.P. Hall	Spotswood School District
Irene Bruno	" " "
Robert Sullivan	East Brunswick High School
Andre Apostol	Smith School, East Brunswick
Carmine Maimo	Hazlet Township
O. John Reed	" "
C. Desfosse	Robbins School, Trenton
Meriann Destribots	" " "
Vallerie Samuels	" " "
Herman Simon	Union City Bd. of Ed.
Harry Leber	" " " " "
Gus Pascale	" " " " "
Harvey Ross	Mamaroneck High School
Myron Unger	New York City Board of Ed.
Philip Palma	Hamden,Connecticut
Joseph Iadarola	Cheshire H.S., Conn.
Joseph J. Capolino	BOCES, Suffolk County
Joseph A. Pietrosante	Hamden, Connecticut
Mary Jane Piatti	Kinnelon Public Schools
Ruth Eis	" " "
Marguerite Martin	East Orange Public Schools
Lillian Hillborough	ORT, Old Tappan
Susan Cohen	ORT, Regional Chairman
Michael Lawten	Scotch Plains-Fanwood Schools
I. Traugot	Smithtown Public Schools
A.S. Natale	Commack School District 1
Louis Angebranndt	Lawrence Township
Dr. Joseph Nixon	" "
Celeste Rurro	" "
Dr. Joseph Callahan	Jersey City State College
William B. Fisher	" " " "
Anthony F. Del Tufo	" " " "
Harold Newman	" " " "
R.E. Browne	" " " "
Mildred Goodwin	" " " "
James P. Regan	" " " "
Vern H. McGriff	" " " "

- Commercial Newspapers
  - The New York Times, Jan. 8 1973 - article, "The World of Work on Academic List"
  - The Evening News (Paterson, N.J.), Jan. 9, 1973 - article, "Good Work Habits Instilled Early in Bergen"
  - The Record (Hackensack), March 23, 1973 - article and picture, "Want to be a Plumber? See Mr. Evaluator"

Data Collection

None

Progress Evaluation Plans & Procedures

- Third Party Evaluation

Our third party evaluation firm (EPIC) is in the process of gathering hard data for their final report on our project. We have agreed on standards for accumulation of data on our activities and they have done a preliminary monitoring of the data gathered thus far.

Other Activities

None

Staff Utilization

The use of our Career Development staff for CCEM activities as reported earlier continues to work out well. The personnel involved find that they are able to conduct a full complement of Career Development activities in the schools while still devoting part of their time to acting as unit coordinators of CCEM units.

Future Activities Planned for Next Reporting Period

- Community Involvement of the Middle School

We are in the process of organizing a program for eighth grade students involving the assistance of school parents. The object of the program is to have parents of children in the school take their own or other youngsters to work with them for a day of career exposure. Parental response to the program idea has been encouraging and we hope to begin the program with a pilot group in the near future.

APPENDIX B

SELECTED JOB DESCRIPTIONS FOR PERSONNEL OF THE HACKENSACK, NEW JERSEY, CAREER DEVELOPMENT PROGRAM

Job Description for Job Placement Counselor

Duties:

1. To make personal visits to local employers in order to determine employment needs and to evaluate employment sites.
2. To provide part-time and full-time employment opportunities to senior high school age students.
3. To schedule part-time employment for students and make visitations at the job sites.
4. To conduct group sessions with students regarding specific occupational information.
5. To arrange for speakers, films, and other resources for occupational information for high school students.
6. To conduct a senior high school job fair.
7. To follow up placement of employment students with employers.
8. To maintain a placement record including student and employer comments regarding the value of the job experience.

Job Description for Cooperative Education Coordinators and the WECEP Coordinator

Duties:

1. To select and place students.
2. To choose work stations for the students.
3. To coordinate the work and education aspects of the program.
4. To maintain records and prepare reports.
5. To conduct in-school related class instruction.

Job Description for Media Specialist

Duties:

1. The media specialist must assist all the functions of the Career Education Center.
2. To have an understanding of the equipment and a knowledge of techniques involved in its use.
3. To organize, distribute and keep in repair all equipment at the Center.
4. To supply all the media equipment and technique required by any classroom project.

Job Description for Personnel Involved With School/Industry Coordination

Duties:

1. To develop intra-curricular activities cooperatively with classroom teachers.

2. To assist in the coordination of continuing programs.

3. To provide appropriate personnel from industry and business to assist educators in the development and evaluation of occupationally-oriented curricula.

4. To conduct in-service education programs for educators, both during the year and over the summer.

5. To search for areas of educational concern that could be improved more efficiently with community cooperation.

6. To cooperate with industry in the development of in-plant or industry-oriented education projects.

APPENDIX C

MONITORING REPORT RESULTING FROM EXTERNAL MONITORING ACTIVITIES OF EPIC DIVERSIFIED SYSTEMS CORPORATION

March, 1973

EPIC
DIVERSIFIED
SYSTEMS CORP.

MONITORING REPORT

CAREER DEVELOPMENT PROGRAM

Hackensack Public Schools
Hackensack, New Jersey

Irving Moskowitz
Director

March, 1973

Prepared by
EPIC DIVERSIFIED SYSTEMS CORPORATION

EASTERN REGIONAL OFFICE • WARREN PLAZA WEST, ROUTE 130 • HIGHTSTOWN, N.J. 08520

PURPOSE OF MONITORING VISIT

On Thursday, March 29, 1973, Mr. Robert M. Slivka, Executive Consultant for EPIC Diversified Systems Corporation conducted an on-site monitoring visit to the Hackensack, New Jersey Career Development Program. The purpose of the monitoring visit was to review the program's evaluation design.

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ON-SITE ACTIVITIES

The principal on-site activities engaged in by the EPIC Consultant are documented below:

1. Reviewed with the Career Development (CD) Staff the data collection procedures for all program objectives (see attachment 1).
2. Reviewed with the CD Staff evaluation data related to cognitive and affective objectives (objectives 6 and 7).
3. Reviewed with the CD Staff possible modification in the Planning, Monitoring, Evaluation System.

OBSERVATIONS

The following observations were noted as significant by the EPIC Consultant:

1. Data for all program objectives is being collected as planned and will be available for analysis required for the final evaluation report.
2. Data for objectives 6 and 7 which requires the Planning, Monitoring and Evaluation (PME) System is summarized in attachment 2.
    a. To data 48 per cent of all career experience activities have been evaluated, although those at the elementary grades have not utilized the PME monitoring system. This percentage represents a potential improvement over evaluation data collected for the 1971-72 program year, although the number of career activities completed to date will probably not approach the total of 389 conducted during the 1971-72 program year. The percentage of career experience activities evaluated falls below the 48 per cent average however, in Prekindergarten, kindergarten, and in the second, third, fifth, seventh, and tenth grades.

    b. Cognitive and affective tests are not being scored.
3. CD Staff Members suggested several possible revisions in the PME System. These suggestions are in compliance with recommendation 1 (page 4) of the 1971-72 final evaluation report.

RECOMMENDATIONS

1. In order to increase the number of career experience activities implemented, it is recommended that all current procedures be reviewed and systematized. Implementation of this recommendation could lead to a greater number of career experience activities at those grade levels which currently show a low number of activities.

2. In order to obtain more evaluation data, it is recommended that teachers be given a complete orientation to the purpose and implementation of the PME System. Implementation of this recommendation could lead to a higher return percentage on evaluation data, particularly at those grade levels which currently fall below expected return levels.

3. In order for participating teachers to utilize evaluation data for decision making purposes it is recommended that all cognitive and affective tests be scored. Implementation of this recommendation will also assist EPIC in implementing their data analysis procedures.

ATTACHMENT 1

OBJECTIVES FOR THE HACKENSACK CAREER DEVELOPMENT PROGRAM

1. To make career development education a significant part of the school curriculum at each developmental stage.

2. To provide sequential and continuous career development activities throughout all grade levels from pre-kindergarten to adult education.

3. To establish a working model of a Career Development Center functioning within a school system.

4. To study the impact of career development activities on students.

5. To make career development activities applicable to every student category including all special needs groups.

6. To provide students with a broad and accurate knowledge of occupations and career opportunities.

7. To increase students' awareness of themselves, their interests, and aptitudes relative to work.

8. To help students in developing decision-making skills necessary for a sound vocational choice.

9. To influence teachers to think of career development activities as a necessary part of all course content.

10. To provide opportunities for job placement of eligible students in the Hackensack Public Schools.

ATTACHMENT 2

SUMMARY OF EVALUATION DATA FOR COGNITIVE AND AFFECTIVE OBJECTIVES

SUMMARY OF NUMBER OF CAREER EXPERIENCES EVALUATED BY GRADE LEVEL+

Hackensack Career Development Program

March 29, 1973

Grade Level	Suggested No. of Career Experiences to be Evaluated	Actual No. of Career Experiences Evaluated	No. of Career Experiences to Date	Per Cent of Career Experience To Date
Pre-Kindergarten	5	6*	26	21.5
Kindergarten	5	5*	15	33.3
First	20	12*	13	92.3
Second	20	2*	8	25.0
Third	20	1*	4	25.0
Fourth	20	10*	20	50.0
Fifth	20	1*	10	10.0
Sixth	10	2	4	50.0
Seventh	10	5	12	41.6
Eighth	10	6	12	50.0
Ninth	10	1	1	100.0
Tenth	10	3	8	37.1
Eleventh	10	4	7	57.1
Twelfth	10	4	5	80.0
TOTALS	180	62	145	

+ Does not include Technology for Children Totals

* Does not include Monitoring Information

APPENDIX D

AUDIOVISUAL MEDIA PROGRAM RECORDS OF PRODUCTION
1970-71

Video Tapes

1. Careers in Journalism (a series of twelve interviews and student introductions)
    a. Magazines (30 minutes)
    b. Books (30 minutes)
    c. Newspapers (30 minutes)
    d. Broadcasting (30 minutes)
2. Careers in Advertisement Production (27-minute documentation)
3. Airline Hostess, TWA (25-minute interview)
4. Freelance Model (30-minute interview)
5. Bilingual Careers
    a. Banker (10-minute interview)
    b. Newscaster (20-minute interview)
    c. Lawyer (20-minute interview)
6. Elementary Exposure to Careers for Bilinguals
    a. Guy Calisi, former Bergen County Prosecutor (30-minute interview)
    b. Court Interpreter, Secretary, Reporters (30-minute interview)
    c. Bank Teller (15-minute interview)
7. Elementary Health Careers
    a. E.K.G. Specialist (20-minute demonstration)
    b. Dental Technician (30-minute demonstration)
8. Careers related to Law
    a. Judge (20-minute interview)
    b. Court Reporter (15-minute interview)
    c. Lawyer (20-minute interview)
    d. Mock Trial conducted by Students (1 hour)

Included up to April 1. Additional materials have been documented. Complete listing is available in Project staff office.

APPENDIX E

COMMUNITY VOLUNTEER PROGRAM
1971-72

COMMUNITY VOLUNTEER PROGRAM

Name and Address of Agency	Type of Student Involvement
Friendship House 125 Atlantic Street Hackensack, New Jersey	Work with mentally handicapped in controlled workshop situation (report to Mr. Springer).
Bergen County Narcotics Program 45 Essex Street Hackensack, New Jersey	Assist in general clerical tasks (report to Reverend Jones).
Bergen County Heart Association 214 Main Street Hackensack, New Jersey	Assist in general clerical tasks (report to Mrs. Decuir)
Bergen County Social Services Dept. 45 Essex Street Hackensack, New Jersey	Assist in general clerical tasks and assist in field service tasks (report to Miss Curran)
American Red Cross 345 Union Street Hackensack, New Jersey	Assist in switchboard/receptionist duties. Introductory training in social work (report to Mrs. Galvin).
Bergen County Health Department 327 East Ridgewood Avenue (Bergen Pines) Paramus, New Jersey	Accompany health officers in field inspection work. Orientation in general health work (report to Mr. Gill). *Student must be willing to remain beyond 3:00 p.m. if necessary.
New Jersey Rehabilitation Commision 10 Banta Place Hackensack, New Jersey	Assist in general clerical tasks (report to Mrs. Sentner).
Bergen County Association for Mental Health 1401 Palisade Avenue Teaneck, New Jersey	Assist in general clerical tasks. Possible field studies experiences (report to Mr. Kehoe).

COMMUNITY VOLUNTEER PROGRAM (Continued)

Name and Address of Agency	Type of Student Involvement
Hackensack Day Care Center 57 Pink Street Hackensack, New Jersey	Assist in various child care tasks.
Hackensack Municipal Departments	
Office of Deputy City Manager City Hall	Accompany building, property, and electrical inspectors in field work (report to Mr. Lind at 8:30).
Health Office City Hall	Participate in nursing, sanitation, child welfare, and immunication programs. Accompany health staff personnel in field work (report to Mrs. Annett).
Tax Assessor's Office City Hall	Orientation in general tax assessment procedures. Accompany assessors in field inspections (report to Mr. Wilson).
Tax Collector's Office City Hall	Assist in general clerical tasks. Bookkeeping experience (report to Mrs. York).
City Clerk's Office City Hall	Assist in general clerical tasks (report to Mrs. Coogan).
Department of Public Works 76 South River Street Hackensack, New Jersey	Assist in city garage repairing city vehicles plus working with carpenters. Office work includes assisting in general clerical tasks.
Comptroller's Office City Hall	Assist in general clerical tasks in accounting, payroll work, etc. Experience with various office machines (report to Mr. Lacava).

APPENDIX F

COMMUNITY RESPONSES TO THE PROGRAM
1971-72 LETTERS

. . . so more will live

The Bergen County Heart Association, Inc.*

214 MAIN STREET • HACKENSACK, NEW JERSEY 07601 • 489-9194

Dedicated to the Conquest of Heart Disease

THEODORE H. GOLDBERG, M. D.
President

October 18, 1971

Mr. Dick Fanelli
Career Development Center
210 State Street
Hackensack, New Jersey 07601

Dear Mr. Fanelli,

We wish to express our gratefulness to you for arranging to have students from Hackensack High School work as volunteers in the Bergen County Heart office.

It was a real pleasure to have Richard Scrable and Debbie Puryear with us this past week. If all the students participating in the Career Development Program are of this calabre, we will eagerly welcome them to our office.

The amount of work done by these two students was phenominal! But more impressive, was their attitude, which is most refreshing in these times when there is supposed to be a "Generation Gap." The students related beautifully with the entire staff, were quite pleasant and courteous, eager to help and did their work in a most efficient manner.

We regretted that you were not able to drop in for a visit while Richard and Debbie were here. You would have been pleased.

We look forward to the future groups of students from Hackensack High School and feel that the Career Development Center program is a very worthwhile endeavor.

Best wishes for continuing success.

Sincerely,

Cecile E. Decuir

(Miss) Cecile E. Decuir
Director of Field Services

CED:hc

HEINZ I. LIPPMANN, M. D.
First Vice-President

HENRY W. HOLMAN
Third Vice-President

JOHN J. NEWBERRY, JR.
Chairman of Board

MRS. EDWIN K. REID
Secretary

[illegible]

HERBERT L. CUTTER

JAMES D. MOORE

MRS. SOPHIE W. GILLEN

Narcotic Program Coordinator

COUNTY OF BERGEN

45 ESSEX STREET · HACKENSACK, N. J. 07601 · TELEPHONE (201) 342-2200

GEORGE F. GAGEL
COORDINATOR

WILLIAM D. McDOWELL
FREEHOLDER

December 21, 1971

Career Development Center
354 State St.
Hackensack, N. J. 07601

Gentlemen:

On behalf of the County of Bergen and the Narcotic Program Coordinator, I would like to express our appreciation and say thank you to Richard Memolo.

This is to advise you that Richard is a very conscientious and willing worker. He is alert, eager and very anxious to learn.

The entire staff enjoyed working with him as he was extremely polite and courteous at all times.

Very truly yours,

Rev. Donald B Jones

Rev. Donald B. Jones,
Director, Narcotic Education

DBJ:geh

APPENDIX G

COMMUNITY VOLUNTEER PROGRAM MONITORING FORMS
1971-72

STUDENT EVALUATION SHEET

COMMUNITY VOLUNTEER PROGRAM

Name [illegible] Date Oct. 25, 1971

Agency Heart Association

To help us evaluate the Community Volunteer Program in which you have participated, we would appreciate your responses to the following questions. Please give them careful consideration.

1. Do you consider your week's experience at the agency to have been of value to you? Yes ✓ No
2. Did the experience make you any more aware of career possibilities? Yes ✓ No
3. Did the experience affect in any way any career plans you might have had? Yes ✓ No
   If so, please explain in what way this was so.
   My experience gave me a broader out look in my career choice and helped me to decide a more advanced career.
4. Do you feel the work you did at the agency was of value to the agency or to the community in general? Yes ✓
   No
5. Please list or describe briefly the work tasks you were given or the experiences you had.
   Mostly clerical work and errands. Work such as filing, stamping letters and packing and stuffing envelopes
6. Do you have any suggestions to improve this program? If so, please state them below.
   The only disadvantage to this program was the school work and home work that each student must make up. I think the student should be excused from making up homework assignment and have to only make up necessary things such as quizes and tests.

STUDENT EVALUATION SHEET

COMMUNITY VOLUNTEER PROGRAM

Name Judy Tsanchida Date February 7 18, 1972

Agency Bergen County Health Department

To help us evaluate the Community Volunteer Program in which you have participated, we would appreciate your responses to the following questions. Please give them careful consideration.

1. Do you consider your week's experience at the agency to have been of value to you? Yes ✓ No

2. Did the experience make you any more aware of career possibilities? Yes ✓ No

3. Did the experience affect in any way any career plans you might have had? Yes ✓ No
If so, please explain in what way this was so.
In working with others people and in also trying to be ~~an~~ a Secretary and also the ways people got along together. thats the most imp

4. Do you feel the work you did at the agency was of value to the agency or to the community in general? Yes ✓
No

5. Please list or describe briefly the work tasks you were given or the experiences you had. 1 by showing people that
2 went and sat in a meeting of alcohol
3 went on a sanitation inspection (Restuarant
4 we also were talked to about Dietbites & Tub
5- I sat in an Executive meeting about Ecolo

6. Do you have any suggestions to improve this program? If so, please state them below. I have none at all.
my feeling are that these people ha
all their is to know and they d
show it to a student, they don
Keep any thing confidential. They
also were very impresive in the
matter they handled dog bites and
ect

The

COMMUNITY VOLUNTEER PROGRAM
AGENCY EVALUATION FORM

We would appreciate your providing us with the following evaluative information on the student who worked at your agency.

Name of Agency American Red Cross

Name of Student Linda Guadagno

Evaluation

	Excellent	Good	Fair	Poor
1. Willingness in performing work tasks.	X			
2. Competence in performing work tasks.		X		
3. Relations with agency personnel.	X			
4. Interest shown in work of agency, etc.		X		
5. Promptness	X			

ADDITIONAL COMMENTS: The student is so good that we have the tendency to mark everything excellent but we think that good is a fairer standard for the beginning student. She showed maturity in her relationship with the staff.

Signed Mrs. Ruth R. Galvin, Director
Service to Military Families

COMMUNITY VOLUNTEER PROGRAM
AGENCY EVALUATION FORM

We would appreciate your providing us with the following evaluative information on the student who worked at your agency.

Name of Agency American Red Cross

Name of Student Beverly Knight

Evaluation

	Excellent	Good	Fair	Poor
1. Willingness in performing work tasks.	X			
2. Competence in performing work tasks.	X			
3. Relations with agency personnel.	X			
4. Interest shown in work of agency, etc.	X			
5. Promptness	X			

ADDITIONAL COMMENTS: Miss Knight seemed very interested in all aspects of Red Cross work and performed at a high level of competence and maturity.

Ruth R. Galvin

Signed (Mrs.) Ruth R. Galvin, Direct
Service to Military Families

APPENDIX H

SAMPLE EVALUATION SHEETS
1970-71

CAREER DEVELOPMENT CENTER
HACKENSACK PUBLIC SCHOOLS
210 State Street
Hackensack, N. J. 07601

STUDENT EVALUATION FORM

You can help us plan more effective activities of this sort by answering the following questions to the best of your ability.

1. Do you have any questions about anything you saw during the course of the trip?______________________

2. What occupations seemed interesting to you for any reason?

3. What occupations did you observe on this trip that you think you would enjoy doing?______________________

4. What occupations did you see on this trip that you think you would not enjoy doing?______________________

5. What occupations did you see that you think you could do well or learn easily? ______________________

6. What occupation did you see that you think you could not do well or learn easily? ______________________________

____

____

7. How would you rate this trip as a means of learning about occupations.

Please Circle One:
1. Very Good
2. Good
3. Fair
4. Poor

HACKENSACK PUBLIC SCHOOLS

CTIVITY:

OAL:

283
GRADE OR DEPARTMENT
TEACHER
NO. OF STUDENTS
DATE

	CENTER RATING BEFORE ACTIVITY					TEACHER RATING AFTER ACTIVITY				
	1	2	3	4	5	1	2	3	4	5
egree of Active Student articipation: 1. observe 2. experiment 3. engage in dialogue or questioning 4. role play (project oneself into the situation) 5. research 6. plan 7. assume responsibility										
pportunity for Student to nlarge Knowledge Base										
rovision for Student to xperience Reactions to his erformance										
eacher Evaluation of Activity ased on Student Reaction										

CAREER DEVELOPMENT CENTER
HACKENSACK PUBLIC SCHOOLS
210 State Street
Hackensack, N. J. 07601

STUDENT EVALUATION FORM

You can help us plan more effective activities of this sort by answering the following questions to the best of your ability.

1. Do you have any questions about anything you saw during the course of the trip? Yes. In some of the labs, they assumed we knew too much and I didn't understand a lot of what was going on. They showed a lot of how but no why.

2. What occupations seemed interesting to you for any reason?
Public relations because I'm interested in working with people, not in science. The lab work seemed like a great deal of boring, doing the thing everyday with limited Challe

3. What occupations did you observe on this trip that you think you would enjoy doing? Same as above.

4. What occupations did you see on this trip that you think you would not enjoy doing? All the lab work.

5. What occupations did you see that you think you could do well or learn easily? Same as #3 because you do well & easily what you like.

6. What occupation did you see that you think you could not do well or learn easily? The lab work cause I don't like it.

7. How would you rate this trip as a means of learning about occupations.

Please Circle One: 1. Very Good

[✓ 2.] Good

3. Fair

4. Poor

CAREER DEVELOPMENT CENTER
HACKENSACK PUBLIC SCHOOLS
210 State Street
Hackensack, N. J. 07601

STUDENT EVALUATION FORM

You can help us plan more effective activities of this sort by answering the following questions to the best of your ability.

1. Do you have any questions about anything you saw during the course of the trip? Yes, I would have enjoyed seeing the actual use of the equipment and more of an explanation

2. What occupations seemed interesting to you for any reason? I like the major occupation in Spectrophotometric lab because he explain and showed us the equipment so we understood

3. What occupations did you observe on this trip that you think you would enjoy doing? Very frankly - none The jobs there seemed unchallenging and uninteresting

4. What occupations did you see on this trip that you think you would not enjoy doing? Working in the micro lab & leading guided tours.

5. What occupations did you see that you think you could do well or learn easily? Working in the spectrophotometric lab because we learned about spectrophotometry in Adv Chem & I liked

6. What occupation did you see that you think you could not do well or learn easily? They were all about the same as far as excitement goes (except for Spectrophotometer) so it wouldn't make much difference, I'd do badly in all.

7. How would you rate this trip as a means of learning about occupations.

Please Circle One:
1. Very Good
2. Good
[✓ 3. Fair]
4. Poor

Career Development Evaluations

Date 4/23 Grade 11 School HHS Teacher MRS. TURNER Subject ART MAJO

Project: Art Seminar

Class Reaction:

Commercial Artist--Newark Art School--Interior Decorator--Children's Fashion Designer.

Commercial Artist - He spoke well, and showed his field ~~[illegible]~~. His examples of his work were very good.

Interior Decorator - Her taste left me cold. I guess if you have that many rooms in your house (and $) you can afford to make [illegible] and over decorated.

Suggestions and Recommendations:

Please have more of these. They were enjoyable.

Career Development Evaluations

Date 4/23/71 Grade 12 School HHS Teacher Mrs Turner Subject Art Major

Project: Art Seminar

Class Reaction:

Commercial Artist--Newark Art School--Interior Decorator--Children's Fashion Designer.

All of the speakers were good. I found ~~that~~ the interiol designer most interesting because that is what I'll be studying next year. The rest of them were good just to hear, but since I already know that I want to be a designer, ~~so~~ the others have no effect on my decision to be a designer.

Suggestions and Recommendations:

none.

Social Studies 8^2

Pat Shelley

April 26, 1971.

"Career Development Center"

I think that all the people who came were very interesting. I think it would make a great teaching method.

I was especially Interested in the Court Reporter and the Probation Officer. I think this is a good method because they told us exactly what their jobs were and all the other things clearly and fully.

I think going to the court house was interesting, too. I liked being in the court session learning about each person.

Its like, so to speak, "Getting it straight from the horses mouth

8-2 Social Studies

Georgene Miller   April 26 1971.

Out of all of them I think the court reporter, and the Social Worker were the two most interesting speakers, because they explained everything extently and fully.

The trip wasn't really what I thought it would be, because most of the time we just sat around and talked to each other because there was nothing else to do. But the court was realy boaring. all we did was sit around all the time.

As for the detention rooms, well I didn't even see that. But it really wasn't what I expected.

APPENDIX I

SAMPLE DISSEMINATION MATERIALS

U.S. Hails Hackensack School Career Program

By RICHARD ZIMMERMANN
Staff Writer

HACKENSACK — Less than a year after becoming the city school system's most ambitious experiment, the Career Development program has been named a national pilot program by the U.S. Department of Health, Education, and Welfare.

Hackensack and five other city school systems across the nation will participate in a project to develop a comprehensive K-12 career development system.

With the honor comes a grant, but the amount has not been announced.

Career development is an attempt to introduce even the youngest schoolchildren to skills and occupational possibilities which traditional schools ignore. Most of those in the program, at the high school level at least, will not go on to four-year colleges but will prepare to work in industry, food-oriented businesses, offices, and retail trade.

The program is based on psychological studies which suggest that formation of an individual's career image begins in early childhood.

With about $225,000 in federal and state funds, the program attempts to combine career motivation and normal school curriculum.

In the fourth anl fifth grades, projects in carpentry, photography, and electronics challenge students more accustomed to traditional book learning.

Others get to try sewing machines, ovens, electric calculators, computers, and typewriters for the first time in the program.

Supt. of Schools Carl Padovano received word yesterday that his system had been chosen along with those of Los Angeles: Atlanta: Pontiac, Mich.: Jefferson City, Colo., and Mesa, Ariz.

A federal inspection team visited Hackensack last month, and Padovano and program director Irving Moskowitz presented the program to a conference of educators at Ohio State University earlier this summer.

HACKENSACK PUBLIC SCHOOLS
HACKENSACK,N.J.

Volume I Number II
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Hackensack, N. J.

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CAREER EDUCATION

HACKENSACK

Superintendent of Schools Carl Padavano chats with Commissioner Marburger before start of Career Development Orientation.

National And State Leaders Speak At Orientation

Dr. Carl Marburger, New Jersey Commissioner of Education and Dr. Duane Nielson of the United States Office of Education came to Hackensack on March 9 to address the assembled staff of the Hackensack schools. The occasion was a formal "kick-off" meeting for the in-service phase of the Career Education project which is about to enter a period of wide teacher involvement. Schools in the district were dismissed early so that all of the 450 teachers and administrators would attend the orientation, held in the high school gymnasium.

Commissioner Marburger described the Career Education Model Program of which Hackensack is a part as no less than "an occasion for rethinking the purpose of our schools." The present structure of the schools, he said, too often gives "maximal assistance" to the 20% of college bound students while affording only "minimal" aid to the work bound student or dropout. He cited that career retraining for those inadequately prepared for work by their school experiences costs $3,000 per person to say nothing of the cost in

Continued on page 4.

Poll Shows Favorable Attitudes Toward Career Education Goals

The results of a questionnaire distributed earlier this year to staff and parents of the Hackensack school district revealed a highly favorable attitude toward the goals of the Career Education Program now in progress in the Hackensack schools. The opinion test, which was prepared by the Institute for Educational Development, an affiliate of the Educational Testing Service at Princeton, was completed by nearly 600 parents, close to 1000 students and over 400 of the professional staff.

Among the parent group, roughly 75% agreed that most high school graduates are not prepared to enter the business world and that students should be taught about jobs and job requirements during the study of every subject in every grade. Nearly 80% saw a need for students to be given a salable job skill by the time they graduate high school. Among the professional staff, the percentage of positive responses on these three items was even higher. In

Continued on page 4.

Progress Reported On Curriculum Model

After many months of preparation, the Career Education Model Project in Hackensack will soon be ready to get certain segments off the drawing board and into the classroom. This step will be taken with a series of curriculum units to be pilot tested during the coming months. The units, which range from the kindergarten level through twelfth grade, were chosen by the Hackensack CEM staff from hundreds such units gathered through a national search for existing curriculum material in career education conducted by the project staff at Ohio State University.

Before being tested in the classroom, however, the units must be studied and rewritten by Hackensack teachers according to a format designed by the Ohio State staff. A group of teachers representing all schools in the system has been chosen for this task and is working on it at present. A curriculum expert, Tim Abraham, was recently added to the CEM staff for the purpose of assisting teachers in the technical aspects of curriculum development. Soon after the units are completed, they will be pilot tested in classrooms and carefully evaluated as to their effectiveness with students.

This process is being duplicated with

Continued on page 3.

T4C Program Rounding Out Second Successful Year

The Technology for Children Program is now winding up its second successful year at the Jackson Avenue and Broadway sites. The program, which was expanded to ten classrooms this year, is designed to help elementary teachers blend technical world-of-work activities into ongoing academic instruction thus bringing greater relevance to the latter and encouraging youngsters to develop an early appreciation of work in its many forms. Classroom projects emphasize a "hands-on" approach with the children trying their hand at tasks ranging from baking to electrical wiring.

With the assistance of the Career Center staff, teachers at Jackson Avenue have initiated units in cooking and baking, silk screening, photography, electricity and neighborhood ecology. Third graders in the silk screening project have organized a greeting card store and stocked it with cards that they have designed and processed themselves. In a fourth grade class, a closet has been converted into a full scale darkroom in which the students develop, enlarge and print photographs in connection with their language arts studies.

At Broadway, projects have included ones in puppetry, basic economics, music and carpentry. A study of economics led one first grade class to set up a "candy factory" in which the students made candy for sale to other first grade "consumers." A fifth grade class studied music through the use of recorders and progressed to making their own musical instruments which were used at a spring concert. A traveling puppet theater was the result of still another project.

An indication of the outstanding work being done by T4C teachers is that two of its projects, the photography project mentioned above and a "Technology for Parents Night," have been featured in a newsletter published by the State Department of Education. The program's good results have also prompted plans for a further expansion of it in the next school year. ■

Jackson Ave. student engages in electricity experiment as part of T4C project.

Fairmount Students Turn To The Soil

Third graders at Fairmount School developed green thumbs this spring as they engaged in a project designed to introduce them to the many facets of horticulture and landscaping.

The project, which involved all six third grade classes at the school, began on April 3 with a general introduction to the topic by Thomas Buchter, a horticulturist at Skyland State Park, Ringwood, who visited the school to speak to the students and answer their questions about his work. Each of the classes then become specialists in one of six areas which included landscape design, greenhouse maintenance, floriculture, garden maintenance, lawn care and retail sales. As part of their study, the greenhouse group visited the Hoffman Nursery in Maywood for a thorough look at the process of indoor plant and flower growing. The lawn group received a talk and demonstration by Aubrey Hampton, an agent for the Bergen County Cooperative Extension Service, while the gardening group worked at cleaning and seeding a yard under the guidance of a local gardener. Similar "hands-on" experiences and expert advice were provided to the other three groups.

Continued on page 4.

Job and School Fairs Held At High School

Seniors at Hackensack High School were given two golden opportunities recently to plan for their career future. The opportunities came in the form of a Job Fair ("Operation Native Son") and a Proprietary School Fair, both held in the high school resource area.

"Operation Native Son," as its name indicates, aims at alerting students to employment opportunities on their own doorstep and at encouraging local employers to give "homegrown" talent a high priority in their search for desirable personnel. It is conducted in cooperation with the Hackensack Chamber of Commerce and has, in recent years, become an annual school highlight.

From April 10 through 14, more than twenty employers in the Hackensack area sent representatives to the school for a full week to interview seniors for job openings or future consideration. All seniors were offered the chance to arrange an interview with as many representatives as they wished or had time for. More than 150 took advantage of the opportunity with nearly a thousand interviews taking place. Many of the students were hired on the spot. But whether they led to employment or not, the interviews provided an excellent learning experience in job interview techniques as well as information about the world of work. Among the employers represented were The Bell Telephone Company, Public Service, Pan American Airways, People's Trust, Schneider Cadillac and Volkswagen of America.

The Proprietary School Fair, which was held during three days in May, attracted representatives of over 30 technical, trade and business schools. As in the case of the Job Fair, seniors could schedule interviews with as many as they wished. All told 60 students signed up for nearly 250 interviews in which they learned what these schools had to offer them in preparing for a career of their interest. Among the schools represented were Katherine Gibbs, The Barbizon School of Modeling, R.C.A. Institute, The New York Institute of Dietetics and The Manhattan School of Printing. Judging from the student response to this first attempt, the Proprietary School Fair promises to become as much a part of each school year as is Operation Native Son. ■

High School Students Take Week For Field Studies

For nearly a hundred members of the junior class in Hackensack High School, social studies this year has meant an opportunity for a close look at society in action. For a full week, they were able to get out into the community and observe at close range, some function of social welfare, municipal or county government. This opportunity came about as a result of a Community Volunteer Program sponsored jointly by the Career Center and the Social Studies Department of the high school.

The students were able to choose from among fifteen social agencies or governmental departments at which to spend their week doing field work in lieu of their regular school program. They reported to the agency each morning and spent the day assisting at various tasks or observing and being briefed on the kinds of work carried on there. At many of the agencies, participation took the form of accompanying staff members on field assignments. At the Bergen County Health Department, for example, the students accompanied health officers on their inspection tours throughout the County. Students assigned to the Engineering Department at City Hall made daily rounds with building and electrical inspectors thus acquiring an insight into this career and this function of city government. Other agencies involved students in various forms of office work. At the Bergen County Heart Association on Main Street, student volunteers have become an integral and most helpful part of the office staff. The program has also placed students at the Hackensack Day Care Center, where they assist with supervision of the children, the local Red Cross Chapter, Friendship House, Bergen County Narcotic Program, Bergen County Social Services Department, New Jersey Rehabilitation Commission, Bergen County Association for Mental Health, and seven municipal departments. ■

Curriculum Model.

Continued from page 1.

different units at the five other school sites participating in the national Career Model program. Eventually, all of the curriculum material being processed and tested will be combined to form a comprehensive program in career education covering all grade levels and subject areas and "transportable" to any school system in the nation. ■

Superintendent's Message.

CARL E. PADOVANO

In recent months I have more than ever been made aware of the momentum gathering in the movement toward career education in the nation's schools. The thrust has been coming from all levels and segments of national life, from educational and business leaders as well as political figures. Perhaps most noteworthy in this regard was the special attention given career education by President Nixon in his State of the Union Message. In his call for "an intensified federal effort" to develop model programs and test the best ideas in this field, he made a clear commitment to the concept of career education for all. Soon after, Vice President Agnew, in addressing the American Association of School Administrators in Atlantic City, reinforced the President's stand by taking as his theme the "pragmatic need to teach our young people to take a useful place in society" whether destined for higher education or not.

Added to this is news of an upcoming conference for deans of schools of education sponsored by the USOE to be held at Ohio State University. This conference will stress ways in which teachers can be trained to carry out career education programs in the schools. To pursue this same theme, there is now in progress a series of sixteen regional conferences for educators as well as business, industrial and civic leaders on the goals, strategies and prospects of career education.

I was recently honored in being invited to address one of these conferences in New York as the superintendent of a school system in the vanguard of this movement. This honor included being on the same program as Dr. Sydney Marland, the United States Commissioner of Education. As always, I was proud to be able to speak about our career program here and pleased at the great interest shown in it.

All of these signs point hopefully to the future of career education and to our receiving the kind of support we need to carry our program in Hackensack to its fulfillment.

SCHOOL HIGHLIGHTS IN BRIEF

DID YOU KNOW ?

. . . That 46 seniors at the High School are enrolled in a program of intensive occupational training conducted on a shared time basis with Bergen Tech? They are being trained toward job entry level competencies as dental assistants, keypunch operators, welders, clerk-typists, machinists, sheet metal workers or in graphic arts.

. . . That an eighth grade social studies class at the Middle School has visited the Bergen County Court, Identification Department and Jail as part of a project in "Careers in Government?" Classroom activities have included visits from a probation officer, social worker, lawyer, assistant county prosecutor and court reporter.

. . . That four dental students from FDU recently visited all classes at Beech Street to demonstrate a dental examination and conduct role playing activities in dental techniques? A real dental chair was used for the occasion.

. . . That a special fifth grade class for boys at Fairmount spent a day at Cerami Pontiac being shown all phases of the auto trade? The boys were served breakfast, treated to lunch at Gino's and received a model Grand Prix from Mr. Cerami.

. . . That four second grade classes at Broadway recently concluded a project in "Careers in Transportation" which included trips to Penn Station in Newark, Teterboro Airport and Schneider Cadillac and a tour of the liner Olympia at its berth in New York? Classroom activities included building a model of the Olympia, constructing a small mobile train, a model airport and life-sized cutouts of people in careers related to automobiles.

. . . That fourth graders at Fairmount have toured the Record and Bloomingdale's and received classroom speakers from City Hall and Hackensack Hospital as part of their study of "Job Opportunities in Hackensack?"

. . . That four special education students from the High School are working as teacher aides at Jackson Avenue?

. . . That a second grade class at Jackson Avenue ran a test of the Hackensack River for water pollution as part of an environmental study? ■

Leaders At Orientation.

Continued from page 1.

terms of frustration and alienation. Prevention rather than remediation is the Commissioner's recommendation for the "most humane" as well as practical approach. In his view the need of *all* students for career education "cannot seriously be questioned."

Dr. Nielson, National Director of the School-Based Model for Career Education, also cited figures of dropout and unemployment rates as well as the economic wastefulness of present methods to stress the need for greater career emphasis in the school curriculum. In his eyes, the present project could well be "one of the most promising, most dynamic changes for good in the history of American education." Dr. Nielson was also strong in his praise of Hackensack as a city and for its enlightened educational leadership. In summing up, he stressed the role of the classroom teacher as the key to the success of the career education project saying that if the job gets done the teacher is ultimately the one who must do it.

In his introductory remarks, Superintendent of Schools Carl Padovano, who served as master of ceremonies, expressed strongly his commitment to the Career Model Program and commended the school staff for making Hackensack the kind of system that can attract such programs of national import. Assistant Superintendent Joseph Reilly gave a "wrap-up" presentation as he addressed himself to local implications of this national project. He provided the staff with a schedule of the upcoming phases especially those that will involve or affect them directly. Representing the Hackensack Board of Education, Thomas J. Bonica, its President, spoke in support of the career education concept for the school system. In all, it was a day of great recognition for Hackensack and one that provided a strong impetus for the work that lies ahead. ■

Career Education Goals.

Continued from page 1.

addition, nearly 85% of the staff believed that a student's choice of a career can be influenced by career education in school. The student responses indicated clearly that school would be both more interesting and meaningful to them if there were more career content in their studies. Nonetheless, their awareness of the need for a strong career program in grades 1 - 12 does not seem to have lessened the value they place on post-high school education, and rightfully so. About 65% said they plan to continue their education beyond high school with nearly 50% planning on a four-year college.

Interestingly enough, the results of the questionnaire were highly similar at the five other school districts participating in the national model program. It would seem from these results that among community, staff and students alike, career development is an idea whose time has come. ■

Turn To The Soil.

Continued from Page 2.

All the students participated in three major activities. On April 17 they planted two Japanese dogwood trees on the school grounds and later in the month toured the Skyland State Park. Then as a culminating activity a corridor of the school was temporarily converted to an exhibition hall with each group displaying samples of its work. The students are wiser not only in matters of the earth for this project, but Hackensack school grounds are more attractive by the addition of two dogwood trees. ■

Hackensack Board of Education
Thomas J. Bonica, President
Charles E. Parslow, Vice President
Rev. Benjamin F. Keeling
Donald E. Fleming
Patrick DiZenzo
Carl E. Padovano, Supt. of Schools

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Focus On Career Education

HILLERS SCHOOL

■ A house construction project in Kathryn Sweeney's LEM III class is keeping pace with construction on the Hillers building. The children have designed scaled floor plans of "dream houses," drawn elevations and constructed scale models as part of a career program. The project also will include constructing a brick wall, working with electric circuitry and putting simulated plumbing into the "model homes."

LEM III students at Hillers School build a scale model for their house construction unit.

BEECH STREET SCHOOL

■ Nursing students from Holy Name Hospital are working with the Pre-K and kindergarten classes of Gail Solomon and Janet Blauvelt. The children play at being nursing students with their visitors acting as nursing instructors. The student nurses work with small groups of three or four children to teach them to work with stethoscopes, thermometers, isolation masks, bandages and other medical tools.

COMING EVENTS

■ Hackensack High School will soon be linked to the Computer Assisted Career Information System sponsored by the State Department of Education. The system facilitates matching of students who wish to work with up-to-date information on job openings obtained from industry and from the State Employment Service. As a final step in the process, all students at the high school who were not enrolled in Social Security filled out applications for enrollment. The system is expected to be fully operational by September 1973.

■ For six weeks beginning in February, a "mobile evaluation unit" on loan from the State Department of Education will be stationed at Hackensack High School. The unit is equipped with 10 "carrels" each of which is designed to test a student's aptitude for a specific career area. All evaluation is on the basis of how well a student can perform a specified entry-level task by following a set of visual and recorded verbal instructions. No reading is involved so that students with poor reading skills are not penalized. Students will cycle through as many of the carrels as they wish and then receive a profile of their aptitude for each skill. The career areas range from needle work to plumbing and pipe fitting and include drafting, electrical wiring, bench assembly and carpentry. The unit, which is housed in a 60 foot trailer, represents a new concept in career education.

CAREER ED FILM MADE HERE IS AWARD WINNER

A film which explores the basic concepts of career education has won a Chris Award for its producer, Sidney Aronson of SA Films, Montvale, N.J.

The 16mm color film, "I Want To Be...." was commissioned by Ohio State University to help publicize the career education project it coordinates with Hackensack and five other school districts in the nation.

Many of the scenes show our students taking part in career education activities on location — the classrooms of Hackensack. Local residents have had opportunities to see the film at several school and social events. It also has been shown to a number of audiences across the country.

Focus On Career Education

HIGH SCHOOL

■ Nearly 100 juniors are spending a week in field studies at a city government office or social service agency. The program gives students exposure to careers in social services as well as insight into the way their society functions. This is the program's second year and it has received favorable response from participating students. Cooperating agencies include the American Red Cross (Central Bergen Chapter), the Bergen County Heart Association, the Hackensack Day Care Center, Friendship House and the municipal departments of health, tax assessor, public works, and building inspector.

■ Forty high school students devoted part of the summer to a career exploration program at Bergen Community College. Each afternoon for four weeks the students were bused to the college for mini-courses in computor technology, police science, chemical technology and nursing. The courses were specially designed by instructors at the college to provide a thorough introduction to each career area. Each course combined field studies with "hands-on" experiences in the classrooms and labs of the college.

■ A mini-course in health careers is being offered to high school students as part of the new ninth period plan. Thirty interested students are participating in the program under the direction of Marie Durso and Susan Cannarozzi of the Science Department and Marilyn Soden, a school nurse. Activities have included discussions with a pediatrician, an ambulance aide and a geriatric specialist and a visit to a nursing home. More speakers and trips are planned in order to further acquaint students with the many possibilities for careers in the health field.

MIDDLE SCHOOL

■ Forty eighth graders participated in a six-week career exploration program at Bergen Tech last summer. The boys and girls tried their hands at such skills as upholstery, nursing, electrical wiring, printing, auto mechanics, office practice and commercial art. Where possible, shop work was geared to making products students could take home, including lamps, footstools, personalized note pads and signs they had designed. The program was a valuable introduction to opportunities for training in the local vocational/technical high school.

■ For the eighth grade students of Al D'Amico and Judy D'Ambrosio, pre-Christmas schoolwork was particularly appropriate this year. They spent a portion of the school day hard at work on a business venture creating and marketing holiday centerpieces. The project, which related school studies to business operation, included a trip to a large wholesale florist for a behind-the-scenes look at the skills that go into floral design. The centerpieces were so attractive that the students were hard pressed to keep up with orders despite a well-organized, assembly line production process.

FAIRMOUNT SCHOOL

■ Students in Susan Toscano's fourth grade class are studying careers in pharmacy. This project, which worked so well with last year's class, involves setting up a demonstration pharmacy in the classroom where the students role-play the functions of the pharmacist. It also features field trips to a local pharmacy and a drug manufacturing company.

JACKSON AVENUE SCHOOL

■ Using cameras and recorders, Eva Len's third grade class is documenting the different kinds of work and workers that make a neighborhood function. Activities have included interviews with many store owners in the area. It's all part of a project called "Focus on Hudson Street."

■ Kay Garner's Special Ed class visited a greenhouse as part of a unit in "Growing Things".

BROADWAY SCHOOL

■ The Employment Bureau for fifth graders, now in its second year, is operating under the guidance of Tony DeCondo. The youngsters apply for and are placed in jobs in the school as office clerks, nurse's receptionists, art assistants, etc. The program introduces students to filling out applications, going for interviews, filling out time cards and other employment practices. The work they do also offers the youngsters exposure to some of the job tasks they might perform in later life.

Employment Counselor
Mr Tony DeCondo

Anthony DeCondo offers a student advice on filling out an application for the Employment Bureau at Broadway School.

STUDENT COUNCIL NOTES

In September, the Student Council organized an orientation program for incoming freshmen. Tours of the building were given by Student Council representatives following an assembly giving freshmen hints on how to get along at H.H.S.

Five delegates from H.H.S. attended the New Jersey Association of Student Councils' Leadership Conference at Rutgers on November 2nd.

Student Council officers for the school year 1970-1971 are:

Dart Westphal	President
Peter Alces	Vice President
Kathy Holman	Secretary

Career Development Center (continued from page 1)

programs and services. Mr. Frank LeRose will function as School-Industry Coordinator while Mr. Ed. Acciardi will help present and former students in his position as Job Placement Officer.

On all levels, the emphasis will be placed on active student involvement and participation in experiences designed to give the student a real feeling for careers of all kinds. The programs and activities will stress "hands-on" experience with tools and materials, direct observation through field trips, and the uses of multi-media resources in bringing the world of occupations to the classroom. To help implement these goals, the Center will utilize its wide assortment of media equipment which includes everything from basic cameras and tape recorders to complete sound-slide, film-sound, and video-tape systems. In all, the Center's potential for adding a new and necessary dimension to the education of Hackensack students presents a most exciting prospect.

Mrs. Jane Dobson
Mrs. Nancy Ellis
Co-Editors

GRAPHIC ARTS

HHS TALES OF THE COMET

Volume 4, Issue 1 November, 1970

SPOTLIGHT ON ....

CAREER DEVELOPMENT CENTER

The new Hackensack Career Development Center, under the direction of Mr. Irving Moskowitz and Mr. Richard Fanelli, is the first such project of its scale in New Jersey, and reflects the growing emphasis at both federal and state levels on improving the range and intensity of career education in the schools. Funded by a federal grant through the Vocational Division of the State Department of Education, the Center will work with all levels and areas of the school system toward making learning experiences in career awareness an integral part of the curriculum.

In recent years, career development has been increasingly recognized as vital life process that merits stimulation and reinforcement from early childhood onward, if young people are to grow in their respect for work and mature in awareness of their own potential and the possibilities for careers in today's world. This requires frequent exposure to the world of work in as many forms as possible, both in and out of the classroom.

For the first time, this kind of broad and varied coverage in career education is possible in the Hackensack schools. The Career Development Center has the specialized resources as well as the concentration of effort to develop and coordinate a progressive series of programs and services related to career preparation with the potential to reach and affect students from Pre-K through to the adult school level.

Two former high school faculty members will work closely with the high school staff and students in helping them to take advantage of the Center's

(continued on page 4)

DID YOU KNOW ....

....that the Hackensack High School Music Department has instituted a student controlled Band Council to act as the governing body of the school band and orchestra?

....that the Home Economics Club is collecting clothing and canned food to prepare Christmas boxes for needy Hackensack families?

....that eleven Hackensack High School Business students did volunteer typing this October for the Community X-Ray Service sponsored by the TB Association?

....that students in Mr. Walter Penkalski's film course have gained valuable experience shooting scenes for the senior play? Students of Mr. Paul Amaru assisted in taking slides to be shown during the play, also.

....that the Senior Class is presenting "Nobody Loves An Albatross" on November 19, 20, and 21 at 8:15 P.M. in the school auditorium? This play, under the direction of Mr. Shaun Cherewich, will utilize the multi-media approach of combining films and slides with live acting. Tickets are available at the door or from any senior.

....that the library has 1250 new books and a total of 14,000 volumes? The library collection also includes an extensive range of recordings, filmstrips, slides and many 8mm cartridge film loops.

....that the World Geography classes of Mr. Sheldon Mead and Mr. Robert Roszko and the Science classes of Mr. Harold Steindler visited the Sandy Hook and Highlands area of New Jersey to study ecology?

....that there are 2584 students presently enrolled and 175 faculty members on the staff at Hackensack High School?

....that the Amateur Radio Club, under the direction of Mr. Robert Curtis, uses Morse Code to speak to people in many countries? This year the club members have installed a new antenna over the library. Call letters for the station are WA2LYJ.

....that 200 people have registered for our adult swim program? The first section of female swimmers is nearing completion, but there is still room for new registrants in future sections.

FROM THE PRINCIPAL'S DESK

The joy in the educational profession lies in the fact that it is dynamic, constantly changing. The articles in this issue of "Tales of the Comet" indicate some of the changes and developments in the program which we offer to students.

As educators, we have been conscious of the responsibilities which we have toward students. We have been meeting with your sons and daughters and among the staffs of the High School and its sending districts, to modify and improve our curriculum and offerings, our internal communications and in-service programs.

I believe that, by personality, I am a cautious optimist. I see the cooperation between staff, student and the community as a positive and viable force in Hackensack High School. It will be our purpose to transmit to you the actions which we are taking for the future.

We charge you with an equal task of contacting us when you believe you have a recommendation to improve the totality of Hackensack High School.

Harold Bloom
Principal

P.T.S.A. GLEANINGS

President Marion Kupcsik reports that the sale of refreshments on "Back to School Night" (Nov. 12), will benefit the annual P.T.S.A. Scholarship Fund.

At the September meeting, the school clubs presented displays and explained their activities for the incoming freshmen and parents.

Plans for the year include a dance to benefit the Student Loan Fund, and the annual P.T.S.A. Scholarship Card Party to be held in March.

P.T.S.A. 1970-71 Officers

President	Mrs. S. M. Kupcsik Jr.
First Vice President	Mrs. W. Pavlick
Second Vice President	Mrs. V. Biegel
Honorary Vice President	Mr. H. Bloom
Recording Secretary	Mrs. T. Puglisi
Corresponding Secretary	Mrs. A. Cancro
Treasurer	Mr. A. Collard